

**DEVELOPING A MODEL OF ISLAMIC RECOUNT TEXT  
MATERIAL FOR THE TENTH GRADERS  
OF SMA IP (ISLAM PLUS) AL-BANJARI BLORA  
IN THE ACADEMIC YEAR OF 2019/2020**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of  
Education in English Language Education



By

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Semarang, October 18<sup>th</sup> 2017

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Walisongo State Islamic University

*Assalamualaikum wr wb*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following final project:

Title : **DEVELOPING A MODEL OF ISLAMIC RECOUNT TEXT MATERIAL  
FOR THE TENTH GRADERS OF SMA IP (ISLAM PLUS) AL-BANJARI  
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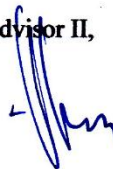
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*Wassalamualaikum wr wb*

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## ABSTRACT

Title : **DEVELOPING A MODEL OF ISLAMIC RECOUNT TEXT MATERIAL FOR THE TENTH GRADERS OF SMA IP (ISLAM PLUS) AL-BANJARI BLORA IN THE ACADEMIC YEAR OF 2019/2020**

Writer : Rizky Harmiyanti

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This developmental research was conducted based on the need of students for developing Islamic recount text. The aims of this research are to identify the learning needs of Islamic recount text, to identify how the Islamic recount text material is developed, and to identify the effectiveness of the developed Islamic based materials. The subject of this research is students at tenth grade at SMA IP Al-Banjari in the academic year of 2019/2020. This research was developed by using Borg and Gall model with the following procedure: 1) Collecting information related to the resources, 2) Planning, 3) Developing preliminary English materials of Islamic recount text, 4) Getting the experts validation, 5) Main field testing, and 6) Final product revision. The research showed the total validation result is 81% which indicates that the module was fair to be implemented in the teaching-learning process. Besides, the test average of the post-test between experimental and control class showed that  $t_{\text{count}} = 3.2 >$  than  $t_{\text{table}} 2.02$ . It means that there was a difference between the classes. The final product contains three chapters consisting of My Role Model, The Battle of Badr, and Fathul Mecca. Each chapter is completed with several activities including warmer, vocabulary builder, pronunciation practice, reading comprehension, vocabulary exercise, text structure, grammar review, and further activities.

**Keywords:** *Islamic recount text, material development, module, reading.*

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ<sup>□</sup> وَعَلَيْهَا مَا اكْتَسَبَتْ<sup>○</sup> ....

*“God does not force anyone to do beyond what is within his capacity.  
Everyone will get the reward he earns and will be responsible for the evil he  
does”*

(QS. Al-Baqarah: 286)<sup>1</sup>

Teach people without belittling them and they'll be sure to listen. -  
@roxannesvibe

Be teachable. You're not always right.

---

<sup>1</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahnya*. (Bandung:PT Sygma Examedia Arkanleema, 2010), p.49

## **DEDICATION**

In the name of Allah, the Gracious and the Merciful, this thesis is dedicated to my beloved father and mother (Mr. Hariyanto and Mrs. Yahmiati) who always support me with pray, love, guide, and all patience. Thank you for the whole thing, without you I am nothing.



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*Bismillaahirrahmaanirrahiim*

First of all, I would like to express gratitude and thankfulness unto Allah SWT who has been giving me blessing, affection, and chances to accomplish this thesis.

Shalawat and Salam always be dedicated to our beloved Prophet Muhammad SAW who has brought us from the darkness to the lightness. May Allah also bless his family, *Sahabat*, and *Tabi'iin*. Amen.

The writer already realized that this thesis can't be completed by herself without any help from others. Many people had contributed the writer during the writing of this final project in many ways such as motivation, pray, material, etc. and of course it would be impossible to mention one by one. However, the writer wishes to give the sincerest gratitude and appreciation to:

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11. All my beloved friends in PBI B 2014, thank you for your support and motivation.
12. Last but not least, everyone whom I can't mention one by one.

Finally, the writer already realized that this thesis is still far from being perfect. Therefore, the writer needs suggestions from readers to make it better. The writer hopes that this thesis will be beneficial for the readers especially in developing English Teaching and Learning process. Amen.

Semarang, Oktober 2019

The Writer

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# CHAPTER I

## INTRODUCTION

This chapter focuses on the background of research, research questions, objectives of the research, significance of the research, product specification, and assumption & limitation of development.

### A. Background of Research

Developing Islamic recount text material is needed to increase students' reading skill of recount text. Sharma in Faridi and Bahri explains that reading is classified into receptive skills.<sup>1</sup> He claimed that receptive skill tends to be easier to gain rather than productive skills (speaking and writing) as they need more practice. However, after conducting research by analyzing Saudi student's work and interviewing them, he reveals that the theory did not work for EFL students. As the English language is not applied in daily conversations, acquiring receptive skills is reputed more difficult than productive skills.

Reading is one of the most important skills for the students to be learned. In the learning process, reading skill is the key for students to get success because most of them gain knowledge through reading activities.<sup>2</sup> Reading is a process of understanding something written. According to Romadlon, Reading is not only an active and communicative process but

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<sup>1</sup> Abdurrachman Faridi and Seful Bahri, 'Developing English Islamic Narrative Story Reading Model in Islamic Junior High School', *International Arab World English Journal (AWEJ)*, 7.2 (2016), 225.

<sup>2</sup> Syamsul Rizal, 'Developing a Model of Islamic Educational Studies Based Reading Comprehension Instructional Material through Schema Theory Approach for Tarbiyah Students of IAIN of Bengkulu', *The Proceedings of International Seminar on English Language and Teaching*, 2017, 402-8.

also an interactive process, because it goes on between the reader and the text.<sup>3</sup> Furthermore, reading is not merely read a text, but a reader should be able to grasp the information from the text and then combine it with his prior knowledge and previous experience.<sup>4</sup> From that explanation, it can be concluded that reading, a fundamental skill at all school levels, is a crucial thing for students because it concerns the active, communicative, and interactive process between the reader and the text.

There are various type texts which can be used by the teacher to engage students in teaching English reading, for example, using recount texts. As Anderson said that a recount is a piece of text that retells people about past events.<sup>5</sup> There are certain types of recount text which we can find in daily lives such as historical recounts, diaries, journals, detailed observation, police records, conversations, speeches, television interviews, eye witness accounts, letters, biographies, autobiographies and newspaper articles.<sup>6</sup>

In Indonesia, several publishers are active in producing recount story text originating from Indonesia culture, for instance, the biography of Afgan Syahreza, the biography of B.J. Habibie and the Battle of

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<sup>3</sup> Farid Noor Romadlon, 'Promoting Students' Reading Proficiency through Reciprocal Technique', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 50 <<https://doi.org/10.21580/vjv6i11584>>.

<sup>4</sup> Nuna Mustikawati Dewi, *The Using of Collaborative Strategic Reading (CSR) to Improve Reading Comprehension Skill* (Semarang, 2015).

<sup>5</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1* (South Yarra: Macmillan Education Australia PTY LTD, 2003).

<sup>6</sup> John Barwick and others, *Targeting Text: Recount, Procedure, Exposition, Upper Level*, Blake Education (Singapore: Green Giant Press, 2006) <<https://books.google.co.id/books?id=p9R04Ucj9WoC&printsec=frontcover&dq=targeting+text&hl=id&sa=X&ved=0ahUKEwjSx6SR85LkAhWPbn0KHb5AA-4Q6AEILTAA#v=onepage&q=targeting+text&f=false>> [accessed 21 August 2019].

Surabaya story. That recount text was compatible with senior high school students because it contains the value of the national character. However, those reading materials do not fulfill the student's needs that come from Islamic Institution. Students in Islamic institution will need to know Islam more than students in the general institutions.

Basically, there is a mission embedded within recount text; that is a good value which the reader can take from the writer experience. This is in line with Dergayasa, past experiences can be a matter of moral teaching or moral lesson that can be used as a reference to what to do and what to avoid next.<sup>7</sup> Besides, Piaget and Kohlberg (1932) in Faridi and Bahri argue that the story could play a significant role in character building.<sup>8</sup> Learning recount text may give a good contribution to the students' character building if teaching-learning directed properly because they could learn to appreciate other's valuable experiences and imitate as a basis to learn morality. Hence, it is very important to provide a good story in which on one hand, it was inspiring; on the other hand, it could build the student's positive character.

Talking about the national character, it is considered as a crucial thing that everyone should concern because the national identity is coming down. Nowadays, we often find incidents that show the weakening of Indonesia national character such as teenagers did violence to other students, drank liquor, did the rapping, and sex before marriage. On the other hand, officials, a role model, do corruption and treat the individual

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<sup>7</sup> I Wy Dirgeyasa, *College Academic Writing: A Genre Based Perspective* (Jakarta: Kencana, 2016).

<sup>8</sup> Faridi and Bahri.

business as more important than a public issue. Faridi and Bahri said that such a situation is unprofitable for the next generation. It needs a hard effort to restore the missing national character.<sup>9</sup> Hence, the implementation of character education has been initiated by the National Education Ministry for all education levels. As Berkowitz and Grych said that the implementation of character education since early childhood can positively impact on healthy character development in young children.<sup>10</sup>

The discussion of building someone's character cannot be separated from the religion issues. As a basis of the nation's daily life, religion has an important role in developing someone's character. This is in line with Ibenwa, religion helped greatly in forming man spiritually and building a peaceful society.<sup>11</sup> When an individual considers the moral religion as a basis of life, the person will do the best even though someone is not watching.

The majority of the Indonesian population embraces Islam religion. There are great positive values taught in Islam. For instance, prayer five times a day teaches us to be a disciplined person, fasting teaches us to be patient, respecting other, almsgiving, and so on. Therefore, it is regarded as important to re-introduce the character values in Islam when the nation is already in a crisis of morality, including English teaching-learning. One way to present the Islamic character value

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<sup>9</sup> Faridi and Bahri.

<sup>10</sup> Marvin W. Berkowitz and John H Grych, 'Early Character Development and Education', *Early Education and Development*, 11.1 (2000), 69 <<https://doi.org/10.1207/s15566935eed1101>>.

<sup>11</sup> C.N. Ibenwa, 'Religion and Nation Building: A Critical Analysis', *International Journal of African Society Cultures and Traditions*, 1.2 (2014), 1–12.

is the imitation of a role model that well-implemented Islamic values through Islamic recount story. As Allah said in Holy Qur'an surah al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ  
الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

*“There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and (who) remembers Allah often.”*

The verse told us that the Messenger of Allah is a good model for everyone. It encourages us to imitate the Prophet in all his words, deeds, and actions. As Muslims believe that one way to be safe in the world and hereafter is following the sunnah of the Prophet Muhammad.

Based on that reason, developing Islamic reading material for students is really worth doing to improve the students' reading skill and indirectly build their positive character.

## **B. Research Questions**

The problem of this research is focused on:

1. What are the learning needs of Islamic recount text of the tenth graders of SMA IP Al-Banjari Blora in the academic year of 2019/2020?
2. How is the Islamic recount text material for tenth graders of SMA IP Al-Banjari Blora developed in the academic year of 2019/2020?

3. How effective is the developed Islamic based materials to teach recount text of the tenth graders of SMA IP Al-Banjari Blora in the academic year of 2019/2020?

### **C. Objectives of the Research**

Based on the problems that have been mentioned, the objectives of this research are:

1. To analyze the learning needs of Islamic recount text of the tenth graders of SMA IP Al-Banjari in the academic year of 2019/2020.
2. To find out how the Islamic recount text material for tenth graders of SMA IP Al-Banjari is developed in the academic year of 2019/2020.
3. To explain the effectiveness of the developed Islamic based materials to teach recount text of the tenth graders of SMA IP Al-Banjari in the academic year of 2019/2020.

### **D. Significance of the Research**

The result of this study hopefully will contribute some benefits to education development, especially for teachers, students, schools and other researchers.

1. For the teachers

The product of this research, the module, is expected to give teacher variation in teaching English, especially in selecting reading texts for students in Islamic Institution.

2. For students



The module hopefully will introduce positive value and enrich Islamic reading materials for students. Besides, it is expected to help the improvement of student's vocabulary and knowledge of Islamic stories.

3. For school

This research hopefully becomes a starting point in developing another English teaching media to improve the learning quality of the school.

4. For other researchers

The result of this research hopefully can be a reference for the next researchers in conducting a similar study.

## **E. Product Specification**

The product is the result of material development to teach recount text. The materials developed in the form of an Islamic recount text module. The following are the product specification:

1. The module is used to teach Recount Text
2. The product only contains recount text material
3. The story chosen in the module is Islamic recount stories.
4. The module contains some exercise of the material
5. The materials are presented in a scientific approach
6. The module developed is printed colorful in A5 paper size
7. The product of the module consists of:
  - a. Cover

- b. Preface
- c. Table of Content
- d. Core Competence and Basic Competence
- e. Framework of Content
- f. Chapter I (Warmer, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercise, Text Structure, Grammar Review, and Further Activities)
- g. Chapter II
- h. Chapter III
- i. Bibliography

## **F. Assumption and Limitation of Development**

- 1. Assumption of Development
  - a. This product becomes one of the sources of the teaching-learning process in Islamic Institutions.
  - b. The purpose of this product is to introduce and make deeper on students' insight into Islamic recount text.
  - c. This product help students to improve motivation and skill in learning recount text.
- 2. Limitation of Development
  - a. This material only discusses Islamic recount text.
  - b. This material focuses on reading skill for students at tenth grade of SMA IP Al-Banjari Blora
  - c. This material development assessed by some experts, and teachers in their field.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed about previous research, theoretical review, and conceptual framework.

#### A. Previous Research

In this point, I consider some previous studies which had conducted related to this topic. They are:

1. The first study was an international research journal entitled *“Developing English Islamic Narrative Story Reading Model in Islamic Junior High School”* conducted by Abdurrachman Faridi & Seful Bahri, in 2016.<sup>12</sup>

The aim of this research is producing a learning model in English reading Islamic narrative texts for Islamic junior high schools in Central Java. This research and development design was involving three stages including the exploration stage, the development stage of teaching materials models and the model validation stage.

After reviewing the entire procedure, the result of the study showed that the teaching-learning of narrative texts in most Islamic junior high schools in Central Java (71%) had not been yet incorporated into Islamic narrative material. This would be an irony in the sphere of school (particularly Islamic school). Whereas, the modeling of the Islamic narrative reading material is an urgent necessity. It can give some benefits to students in building superior

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<sup>12</sup> Faridi and Bahri.

character, cultured and Islamic. The students' favorite themes of the Islamic narrative materials are the story of the prophets (60%), humor (20%), and friendship (20%).

Furthermore, the model of learning material was based on the genre approach consisting of building knowledge of the field, modeling of the text, the joint construction of the text, and independent construction of the text. Then, the learning material model was divided into two parts including; a) narrative text about prophets with the generic structure, moral value, and grammar used in sentences, b) the six works out with the format of Q&A, fill in the blanks, matching, finding the meaning, and composing new sentences. Based on the results of the judgment and try out in the validation stage, their reading material model of a narrative story is valid to be applied in Islamic junior high school in Central Java.

According to the statement above, there are some differences between their research and my own research. My research will only focus on the Islamic recount reading text material, while this research journal focused on developing an English Islamic narrative story. In addition, the research was carried out in 17 Madrasah Tsanawiyah (MTs) or Islamic junior high school in Central Java with the subjects of the research were students and English teachers, my own research will be carried out in one and only Islamic Plus Senior high school Al-Banjari in Blora. The similarity will be found in this research journal and my own is that both of them are conducting research and

development design. Besides, both of them are conducting research related to developing English Islamic reading text material.

Based on previous research above, it can be concluded that Islamic reading text material can be incorporated as content material in the learning process to facilitate students' understanding of the topic discussed.

2. The second previous research was international research entitled “*Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students*” conducted by Muhammad Javed et al. in 2015<sup>13</sup>

The research has an objective to develop a set of 6 Reading Comprehension Modules (RCMs) for Malaysian ESL teachers to facilitate different reading abilities of ESL students. The selected skill categories for developing the RCMs were different. The article describes how and why diverse texts of varying lengths were adapted and adopted from various authentic sources. Besides, it also talks about how literal, reorganization and inferential questions were constructed appropriately based on the selected texts.

The RCMs was validated by five experienced content/language experts, while eighty ESL students selected through purposive sampling from a secondary school from Penang, Malaysia

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<sup>13</sup> Muhammad Javed, Lin Siew Eng, and Abdul Rashid Mohamed, ‘Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students’, *International Journal of Instruction*, 8.2 (2015), 139–54 <<https://doi.org/10.12973/iji.2015.8211a>>.

participated in determining the reliability of the modules. The result of the pilot study proved that the participants improved their scores gradually. In determining the internal consistency of the RCMs, the researcher employed Kuder and Richardson Formula 20 (KR-20). The values of RCMs indicate high reliability in ranged between 0.804 and 0.923.

Based on the explanation above, the similarity will be found in the research journal and my own is that both of them are developing a product in reading skill to improve students' comprehension. However, there will be many differences between their research and my own research. First, the RCMs were standardized through the rigorous developmental process by using the Pebble in the Pond Model while my own research will use the system approach model by Dick and Carey as a basis for developing material. Then, the research will only focus on the developing reading learning material of Islamic recount text, while the previous researcher discussed the developing reading comprehension modules in general.

Based on previous research above, it can be summed up that developing a product in reading skill is beneficial for teachers and students, especially in facilitating different reading abilities of students.

3. The third previous research was a journal by Nur Hidayat in 2017 entitled “*Developing E-Reading Materials for Students of Grade Seven*”<sup>14</sup>.

The journal discussed developing electronic reading materials in the form of an interactive CD. The need analysis questionnaires indicate that the English reading skill of students of grade seven in Gresik needs to be developed. Therefore the supplementary materials were needed to support the reading materials used in the class. The research applied research and development design consists of needs analysis, developing materials, evaluation, product try-out, and revision.

The subjects of the needs analysis consist of English teacher and 33 students from junior high school at the seventh grade. They represented three levels of ability (good, average, and poor). Experts who have the ability in technology and English language teaching are chosen to evaluate the product. The result shows that the interactive CD is implementable for seventh-grade students.

My current study will differ from the previous study in having aims, data resources, and research design. The research will focus on developing reading text material of Islamic recount text while the previous research discussed the development of E-Reading Materials. Students of XI in SMA IP Al-Banjari are regarded as my research subjects, while the previous researcher used students from the junior

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<sup>14</sup> Nur Hidayat, ‘Developing E-Reading Materials for Students at Grade Seven’, *JEES (Journal of English Educators Society)*, 2.1 (2017), 33 <<https://doi.org/10.21070/jees.v2i1.676>>.

high school of grade seven in Gresik. Furthermore, the previous researcher adopted Yalden's design in developing the product. It consists of need analysis, developing materials, evaluation, and Product Try-out and Revision. Besides those differences, there is a point of similarity between my current study and the previous ones. The point of similarity is that both studies conduct developing reading material.

Based on previous research above, it can be concluded that the interactive CD is acceptable to be used in the teaching and learning process of the seventh-grade students.

4. The next previous research was a research journal by I M Arka, et al. entitled "*Developing Reading Comprehension Materials for Reading I Course in the English Education Department of FKIP Mahasaraswati University Denpasar*" in 2013.<sup>15</sup>

The research discussed the developing of good reading comprehension materials for reading I course in the English Education Department of FKIP Mahasaraswati University Denpasar. The research was developed by using the Research and Development proposed by Sugiyono (2010). It consisted of ten steps, namely: identifying the problem, collecting the data, designing the product, validating the design, revising the design, testing the product 1,

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<sup>15</sup> I M Arka et.al, 'Developing Reading Comprehension Materials for Reading I Course in the English Education Department of FKIP Mahasaraswati University Denpasar', *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, Vol. 1 (2013).



revising the product, testing the product 2, revising the product, and final product.

The product content was developed based on Competency Standard and Basic Competency mentioned in the syllabus. The reading comprehension materials, which should be developed, contained the skill of understanding text organization, inferring, evaluating the text, predicting, understanding the writer's style, and dealing with unfamiliar words. The reading materials were assessed by the expert judges and field-tested. The reading materials product was tried out twice. It was tried out to the forty-two students of the first-grade students and one lecturer at first. The result showed that there were some invalid items. Then, the product was revised and tried out secondly in the class 1B and ten lecturers. The results showed that all of the items were valid. So, the product did not require to be revised again and it could be implemented for the reading I course for the first-grade students.

My current study will differ from the previous study in having a research subject and research object. This research will focus on developing Islamic recount reading text material. Besides, the researcher will consider the tenth grader of SMA IP Al-Banjari as a research subject. The point of similarity between the previous study and my current study is research design. Both of them conduct research and development.

Based on the statement above, it can be concluded that the topic of good reading materials is compatible with the reading

materials for the curriculum. It also fulfills the requirements of the Competency Standard and Basic Competency.

5. The last previous research was a research journal written by Zaitun Qamariah entitled “*Developing Islamic English Instructional Materials Based on School-Based Curriculum*” in 2017.<sup>16</sup>

This study was considered as a research and development (R&D) and aimed at developing English instructional materials based on School-based Curriculum. This study included: need analysis, reference study, material development, expert validation, try out (empirical validation), and revision. The data were collected through observation, questionnaires, interview, and validation technique.

The need analysis result shows that the students need English instructional materials that are relevant to their major content needs and school characteristics. However, the existing English instructional materials used by the teachers and the students are too general and still do not reflect the need of the students and the school’s characteristics. The previous research is intended to develop English instructional materials which could accommodate the Islamic characteristic and the needs of the students. For the purpose, the materials were adapted and adopted from some Islamic textbooks and Islamic reading websites.

Based on the statement above, the similarity will be found from this research journal and my own research is both of them are conducting research and development design. However, there will be some differences between them. First, the previous researcher focuses

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<sup>16</sup> Zaitun Qamariah, ‘Developing Islamic English Instructional Materials Based on School-Based’, *Journal on English as a Foreign Language*, 5.2 (2015), 99–112.

on developing Islamic English instructional materials in four skills while my research will only focus on developing Islamic recount reading text material. Second, this researcher conducts her research for the first-year students of MAN Model Palangka Raya, and my research will use the tenth grade of SMA IP Al-Banjari as the research sample. Then, the developing material of my research will be arranged based on curriculum 2013.

Based on previous research above, it can be concluded that the English instructional materials developed are considered to be appropriate and applicable to them.

## **B. Theoretical Review**

### **1. The Content Standard of English of Tenth Grade**

In realizing the goal of national education in Indonesia, the government has set criteria regarding the qualification of graduates' ability (Graduate Competence Standard) which include the attitudes, knowledge, and skills. To achieve the graduate competence, it is necessary to establish the content standard. The content standard is criteria regarding the scope of material and the level of students' competency to achieve the graduate competence at certain levels and types of education.

Below is the core competence of English lesson that must be achieved by students of tenth grade in the second semester.

**Table 2.1 The English Content Standard of Tenth Grade**

<b>CORE COMPETENCE (KNOWLEDGE)</b>	<b>CORE COMPETENCE (SKILL)</b>
3.5 Distinguish the social functions, the structure of the text, and the linguistic elements of some special text in the form of notices (announcement), with giving and requesting information related school activities, in accordance with the context of their use	4.5 Announcement text
	4.5.1 captures the meaning of contextually related social functions, the structure of the text, and the linguistic elements of special text in the form of notices (announcement)
	4.5.2 arranged a special text in the form of notice ( announcement), oral and written, short and simple, with attention to social functions, the structure of the text, and the linguistic elements, correctly and fit the context
3.6 Applying social functions, the structure of the text, and the linguistic features of oral and written transactional interactions texts involving giving and requesting information related the circumstances/actions/activities/event s happened in the past refer to the time of the occurrence and the result, according to the context of their use.	4.6 compose transactional, oral and written interaction texts, short and simple, involving acts of giving and asking for information related to circumstances/actions/activities/events happened in the past, referring to the time of the occurrence and the result, having regard to the social functions, the structure of the text, and the linguistic features.

(Notice the linguistic features of simple past tense vs. present perfect tense)	
3.7 distinguish the social functions, the structures of the text, and the linguistic features of several oral and written recount texts by giving and asking information regarding historical events in accordance with the context of their use.	4.7 recount text - historic event
	4.7.1 Getting meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount texts related to historical events.
	4.7.2 Creating oral and written recount text, short and simple, relevant with historical events, taking into account the social function, the structure of the text, and linguistic elements correctly, based on the context.
3.8 Distinguishes social functions, the structure of the text, and the linguistic features of oral and written narrative texts by giving and asking for information related folklore, simple, in accordance with the context of its use	4.8 Capture meaning contextually related to social functions, the structure of the text, and the linguistic features of oral and written simple narrative texts, related to folklore.
3.9 Interpret social functions and linguistic features of song lyrics related to the teenager life in	4.9 Capture the meaning contextually related to the social function and linguistic features of song lyrics

SMA/MA/SMK/MAK	related to the teenager life in SMA/MA/SMK/MAK
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## 2. Developing Material

Material is one of the necessary things to consider in order to make successful in teaching-learning. According to Tomlinson, anything that can be used by teacher to facilitate the teaching-learning process and to increase the learner's experience and/or knowledge is called as materials, for instance: videos, DVDs, emails, grammar books, dictionaries, workbooks, newspaper, food packages, photographs, photocopied exercises, live talks by invited native speakers, instruction given by a teacher, tasks written on cards or discussions between learners. He also stated that materials can be instructional (informing learners about the language), experiential (providing exposure to the language in use), elicitation (stimulating the language use), and exploratory (seeking discoveries about language use).

Materials development is a field of study and it is a practical undertaking. As a field, it learns the principle and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it refers to anything done by the writer. It contains the production, evaluation, and adaptation of

language teaching materials, by materials writer for distribution or sale and by teachers for their own classroom and.<sup>17</sup>

Students are the center of instruction in the teaching-learning process. However, teachers and students rely on materials in many cases and the materials begin to be the center of instruction. According to Susilawati et al, this has happened because the teacher is busy and does not have time to prepare the extra materials, coursebook and other commercially produced materials which are very crucial in language instruction. Thus, the teacher should know how to choose the best materials for instruction, how to adapt materials, and how to make supplementary materials of the class.<sup>18</sup>

Richard assists that good material has many criteria that a teacher would normally apply in her or his teaching.<sup>19</sup> First, build the learner's interest. Second, remind them of earlier learning. Next, telling students what they will be learning so that they can prepare their selves. Then, good materials should explain new learning content to them and relate the idea to learners' previous learning. After that, materials should get learners to think about new content and help them get feedback on their learning. Besides, encourage students to practice and making sure they know what they are supposed to be doing are

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<sup>17</sup> Brian Tomlison, *Materials Development in Language Teaching*, Second (United Kingdom: Cambridge University Press, 2011).

<sup>18</sup> Susilawati, Tahrin, and Rita Inderawati, 'Developing Islamic-Based Reading Materials for the Tenth Graders of MA Nurul Huda', *SULE-IC*, 2, 2016, 1155–76.

<sup>19</sup> Jack C Richard, *Curriculum Development in Language Teaching* (USA: Cambridge University Press, 2001).

also good materials' criteria. Last but not least, good materials enable students to check their progress and help them to do better.

In addition, Tomlinson in his book explained that a teacher should consider criteria as a guide in developing good material.<sup>20</sup> They are: (1) Materials should achieve effect; (2) Materials should help learners to feel at ease; (3) Materials should help learners to develop confidence; (4) What is being taught should be understood by learners as relevant and useful; (5) Materials should require and facilitate learner self-investment; (6) Learners must be ready to acquire the points being taught; (7) Material should expose the learners to language in authentic use; (8) The learners' attention should be drawn to linguistic features of the input; (9) Materials should provide the learners with opportunities to achieve communicative purpose by using the target language; (10) Materials should take into account that the positive effects of instruction are usually delayed; (11) Materials should take into account that learners differ in learning style; (12) Materials should take into account that learners differ in affective attitudes; (13) Materials should permit a silent period at the beginning of instruction; (14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities; (15) Materials should not rely too much on controlled practice; and (16) Materials should give opportunities for outcome feedback.

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<sup>20</sup> Tomlison.



### 3. The Concept of Reading

One of the four major skills in English teaching and learning is reading. Nowadays, reading is getting more popularity. Many information is presented in written form both online and offline, for example, magazines, journals, news articles, etc. Thus, reading skill is needed to access this information.

Reading is a common activity that every learner has. It becomes the basic need for people to enrich their knowledge.<sup>21</sup> However, the term ‘reading’ has vary definitions among experts. As Sutarsyah said that reading is actually an activity associated with words in a text. The reader’s intention is focused on how to get the words meaning in a text.<sup>22</sup> In addition, Nunan asserts that reading is a set of skill that involves making sense and obtaining meaning from the printed word. In order to read, we must be able to sound out (decode), comprehend the passage and combine the information with the personal background knowledge to build meaning.<sup>23</sup> To sum up, reading is a set of skill to comprehend the words in a text and combine with the personal background knowledge in order to build meaning.

Learning to read possess a challenge, especially English, reading is said difficult. This statement is supported at least two reasons.<sup>24</sup> The first, the difficulties in the written symbol. In Japanese,

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<sup>21</sup> Setiarini, ‘The Use of Literacy-Instructional Category To Improve Students ’’, *Jurnal Vision*, 5.1 (2016), 149–68.

<sup>22</sup> Cucu Sutarsyah, *Reading Theory and Practice* (Yogyakarta: Graha Ilmu, 2015).

<sup>23</sup> Caroline T Linse, *Practical English Language Teaching: Young Learners-English as a Second Language*, ed. by David Nunan (New York: McGraw Hill, 2005).

<sup>24</sup> Catherine E Snow and M Susan Burns, *Preventing Reading Difficulties in Young Children*, ed. by Peg Griffin (Washington DC: National Academy Press, 1998).

for instance, a written symbol represents each syllable. Hence, children can read syllable easily when children learn the symbol. On the other hand, spoken English has approximately 5000 different syllables so that it is hard to know the written form of English syllables. The second is about spelling words or orthography. For example, the last letter pronounced “k” in the word “electric” will be quite different sounds in the word “electricity” and “electrician”. In English, the sound of the letter depends on the placement in the word. Therefore, a letter may represent some different sounds.

As there are many aspects can be discussed within reading, the researcher limits the discussion into teaching reading, reading process and reading strategy as these two topics are considered as important especially in relation to material development.

#### a) Teaching Reading

In teaching reading comprehension, Brown explained that there are ten strategies which can be applied by teacher in teaching reading comprehension in the classroom. They are<sup>25</sup>:

##### 1) Identifying the purpose in reading

Students should know their purpose in reading something, whenever teachers teach a reading technique.

##### 2) Using graphemic rules and patterns to help bottom-up decoding (especially for beginning level)

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<sup>25</sup> H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2th ed. (White Plains, New York: Longman, 2001) p.306.

One of the students' difficulties in learning to read at the beginning levels of learning English is making the correspondences between spoken and written English. Hence, teachers need to explain certain English orthographic rules and peculiarities.

- 3) Using efficient silent reading techniques for relatively rapid comprehension (intermediate to advanced levels)

Teacher can help students increase efficiency by teaching a few silent reading rules such as: you don't need to pronounce each word to yourself, try to visually perceive phrases, and try to infer the context meaning.

- 4) Skimming the text for main ideas

Skimming is quickly running one's eyes across a whole text for its gist. It makes reader being able to predict the purpose of the passage, main topic, and some supporting ideas.

- 5) Scanning the text for specific information

Scanning is quickly searching for some particular information in a text. It may ask students to look for certain number, dates, names, or key concept. The purpose is extracting specific information without reading the whole text.

- 6) Using semantic mapping or clustering

Readers can resume a long string of ideas or events by grouping the important point into meaningful clusters. It will help them to provide some order to the chaos.

7) Guessing when you are not certain

Guessing is an extremely broad category. It can be guessing meaning, guessing a grammatical relationship, guessing about a cultural reference, and guessing a discourse relationship. The key to be successful in guessing is to make it reasonably accurate. Teacher can help learner by encouraging them to fill gaps in their competence and to use whatever clues are available.

8) Analyzing vocabulary

Several techniques are useful in analyzing vocabulary such as: look for prefixes, look for suffixes, look for roots that are familiar, look for grammatical contexts and look at the semantic context for clues.

9) Distinguishing between literal and implied meanings

Not all language can be interpreted to its literal. Usually, implied meaning come from processing pragmatic information.

10) Capitalizing on discourse markers to process relationships

A clear comprehension such as markers can increase the learners' reading efficiency.

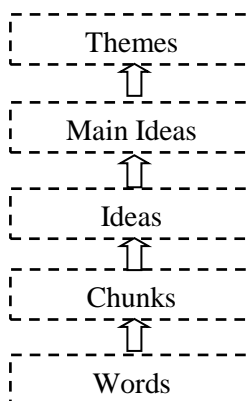
b) Reading Process

According to Sutarsyah, the process of reading based on some theories and approaches is divided into three sections, that is, bottom-up process, top-down process, and interaction process<sup>26</sup>.

### 1) Bottom-up Process

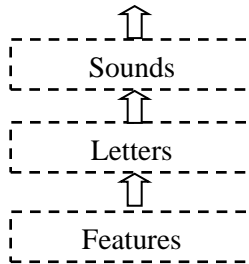
According to this view, the primary steps in the development of reading proficiency is decoding sound symbol-relationship. A reader is considered to decode or translate the printed symbol in the text by moving his eyes, recognizing letters, combining them to form words, then combining the words to form phrases, clauses, and sentences of the text. Besides, Gough (1976) in Sutarsyah asserts that reader plods through the sentences letter by letter, word by word. Possibly, the “word by word” process happens only when the reader does not know the word. It is also convinced that reading process between the beginner and skilled may not be the same.

The eight processes of decoding can be illustrated as follows:



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<sup>26</sup> Sutarsyah.



**Figure 2.1 Bottom-up Reading Process**

2) Top-down Process

Contrary to the bottom-up process, reading is not merely decoding and translating the printed symbols in the text. In this model, the reader does not play the role only as an active participant in the reading process, making predictions and processing information, but everything in the reader's prior experience or background knowledge has a significant role in the reading process.

3) Interactive Process

The interactive process explained that both bottom-up and top-down models seem to occur simultaneously in the reading process, they work together.

c) Reading Strategies

The reader needs to choose their own strategy to use in accomplishing the reading task. Wenden and Rubin in Sutarsyah

(2015:16) determine seven reading strategies that are used by good readers. They are:

- 1) Flow-charts and hierarchical summaries. A learner concludes by making a chart that can explain the structure of ideas and its components.
- 2) Titles. The title given to the learner plays a role as a means of building schemata.
- 3) Embedded headings. The role of embedded heading is used to build an advance organizer and to improve delayed recall before reading.
- 4) Pre-reading questions. The learners make some questions related to the topic of the text and he attempts to find the answers while reading.
- 5) Story specific schema from the general schema. A learner brainstorms a general problem-solving schema and sets general questions derived from it.
- 6) Imagery. Wider information will be gained by the learner who has high imagery because he can recall and recognize more items of information.
- 7) Perspective. The learner needs to read a story from a particular perspective and build related schemata because it can help him read a text.

#### 4. General Concept of Recount Text

##### a) Definition of Recount Text

Recount text is a kind of text that describes something happened in our life. As Mark and Anderson said in Text Types in English, a piece of text that retells past events and usually arranged orderly is recount text. The purpose of this text is to describe what occurred and when it occurred to the audience. The examples of recount text are easily found in our life. It might be what someone did at the weekend or exciting things that happened when someone was holiday last year.<sup>27</sup> In terms of written text, recount text is not similar to the narrative genre. The narrative tends to be fictional while recount tells something real or happened in the past.<sup>28</sup>

##### b) Kinds of Recount Text

Recounts are mostly personal stories. However, they can be either factual or imaginative. Examples of recount genre are *a trip to the zoo which a family took yesterday*, *The Story a Pink Coupon from the Sky*, biographies and autobiographies, and events. In addition, the newspaper reports, conversations, speeches, television interviews, eyewitness accounts and letters can be categorized as recount text. Mark and Kathy argued that actually recount can be divided into three categories, they are personal recount, factual recount, and imaginative recount.

##### 1) Personal Recount

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<sup>27</sup> Anderson and Anderson.

<sup>28</sup> Dirgeyasa.



Personal recount usually retells an event that the writer was personally get involved in.

2) Factual Recount

Factual recount records an incident, e.g. *police report, science experiment*.

3) Imaginative Recount

Imaginative recount is a writing of an imaginary role and present details of events, e.g. *Being a princess in one day; Spiderman, and so on*.

In addition, Sudarwati and Eudia Grace in Masithoh explain that recount text divided into five types: (1) Personal Recount. (2) Biography Recount. It retells account of someone's life. (3) Factual Recount (4) Imaginative Recount (5) Historical Recount. It retells historical events long time ago.<sup>29</sup>

c) Generic Structure of Recount Text

Main parts that should be noticed when we are constructing a written recount are<sup>30</sup>:

- 1) Orientation, a beginning paragraph that describes background information about who, what, where and when
- 2) The sequence of events, a series of paragraph that retells the events in the order in which they happened

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<sup>29</sup> Hanita Masithoh and Sayyidatul Fadlilah, 'Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 77 <<https://doi.org/10.21580/vjv6i11586>>.

<sup>30</sup> Anderson and Anderson.

- 3) A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary)

d) Language Features of Recount Text

The language features in a recount text are:

- 1) Proper nouns, the use of proper nouns is to identify those involved in the text
- 2) Descriptive words, giving details about who, what, when, where and how
- 3) Past tense, the use of the past tense is to retell the sequence events
- 4) Words showing the orders of events (for example: *first*, *next*, *then*)

e) Example of Recount Text

**Table 2.2 Example of Recount Text**

Structure	'The X Files'
Introduction that gives an orientation	'The X Files' is one of television's most popular shows, watched each week by millions of people in over sixty countries.
Sequence of events that recount the past in the order in which the	The show was created by Chris Carter, a former magazine editor, who always wanted to make a cool and scary television series. His idea for 'The X Files' came after he saw the results of a survey that said three out of every hundred Americans believed that aliens had captured them.  Carter's next step was to produce a pilot episode, which was

events occurred	<p>to be the beginning of the series. When it was shown on American television it received poor reviews.</p> <p>After a while the audience grew and ‘The X files’ became popular with both adults and teenagers. By this time Carter was able to spend more on production.</p>
Concluding Paragraph	<p>‘The X Files’ has been nominated for many awards and continues to attract a growing audience.</p>

## 5. Islamic-Based Reading Material

Islamic-based reading material is a set of reading text which provides the reader with some Islamic stories. The content of the text may include Islamic history, Islamic literature, Islamic values, Islamic tradition, etc. Douglass and Shaikh assert that the term Islamic is accurately applied only to what relates directly to the faith and doctrines such as Islamic values, Islamic worship, Islamic law, principles, and beliefs. The core of Islamic sources is the Qur’an and Sunnah (the words and deeds of Prophet Muhammad transmitted through the Hadith literature).

Islamic-based reading materials are designed for Islamic school students in order to present Islamic value and practice it in daily life. Islamic studies aim at building a strong Muslim student identity based on Qur’an that includes the following areas:

worshipping Allah, the study that Allah is one, Prophet Muhammad, Islamic manner (akhlaq), Islamic history and Islamic social studies.<sup>31</sup>

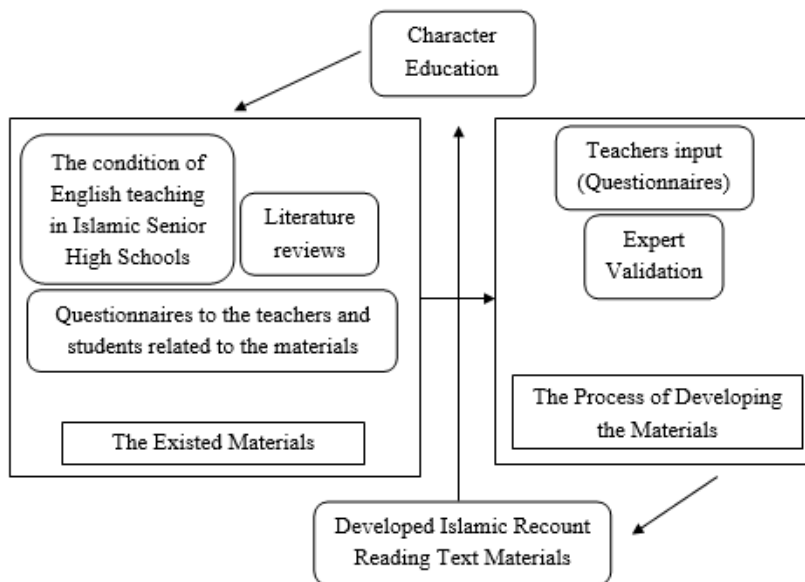
Furthermore, the objective of Islamic education is moral and spiritual formation. Even though Islamic education looks at physical, mental, scientific and practical aspects, it gives more emphasis on moral training. Besides, Islamic education aims at instilling an appreciation of secular issues of life such as embraces political, social and moral, economic and religious aspects. Religious, social and moral are considered the most important aspects. This is because Islam is regarded as a way of life. Islamic education also pays attention to the material aspects of life. Muslim philosophers learned science, literature, and arts. These subjects are considered important both strengthening moral character and livelihood acquisition.<sup>32</sup>

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<sup>31</sup> Susan Douglas L. and Munir A. Shaikh, 'Defining Islamic Education: Differentiation and Applications', *Current Issues in Comparative Education*, 7.1 (2004), 5–18 <<https://doi.org/10.1109/PDP.2007.55>>.

<sup>32</sup> Susilawati, Tahrur, and Inderawati.

### C. Conceptual Framework



**Figure 2.2 Conceptual Framework**

The researcher started the flow from the current need for character education in this research. Nowadays, the problems of character education in Indonesia are getting wider and more visible. We often find incidents that show the weakening of Indonesia national character such as teenagers did violence to other students, drank liquor, did the rapping, and even sex before marriage. On the other hand, officials, a role model, do corruption and treat the individual business as more important than a public issue. Of course, these kinds of the situation will be harmful for the next generation. Hence, in the government rule number 19 the year 2017, the character education revolution has been initiated by the National Education Ministry for all education levels. As Berkowitz and Grych said that the

implementation of character education since early childhood can positively impact on healthy character development in young children.<sup>33</sup>

Therefore, students require materials that also integrated with character education. The discussion of building someone's character cannot be separated from the religion issues because it is a basis of the nation's daily life. There are great positive values taught in the Islamic religion. One way to present the Islamic character value is the imitation of a role model who well-implemented Islamic values through Islamic recount story.

At first, the researcher distributed questionnaires to the teachers and students as need analysis, in order to design the suited materials. Besides, the literature helped me to develop it. In the process of developing materials, the teacher's input and expert validation was very meaningful for the sake of creating a valuable product to help the implementation of character education.

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<sup>33</sup> Berkowitz and Grych.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter focused on research design, research setting, research procedure, data collection technique, and data analysis technique.

#### **A. Research Design**

The research was carried out to develop Islamic recount reading text material of the tenth grader. In making deal with the purpose of this research, it needed an appropriate research design to develop this reading material. Therefore, the researcher used Research and Development by adapting Borg & Gall (1983) model in Setyosari as a basis for developing material<sup>34</sup>. Research and Development is a research method used to create a certain product and to test the effectiveness of the education product. Ten stages of Research and Development proposed by Borg and Gall are: 1) Research and Information Collecting, 2) Planning, 3) Developing A Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, 10) Dissemination and Implementation, as shown on the figure below:

#### **B. Research Setting**

This research was conducted at SMA IP (Islam Plus) Al-Banjari Blora which is located at Dukuh Klapanan, Tunjungan, Blora. The subject

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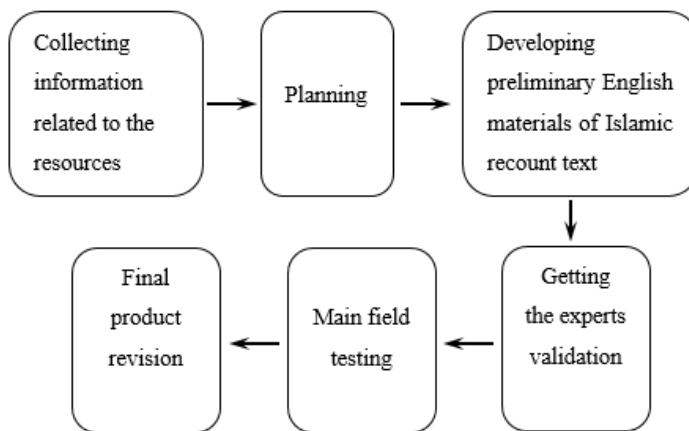
<sup>34</sup> Punaji Setyosari, *Metode Penelitian Pendidikan & Pengembangan* (Jakarta: Prenadamedia Group, 2016).

of the research is tenth graders in the academic year 2019/2020. The purposive sampling was applied to take the sample of this research.

This research was conducted in two times, they were preliminary field testing and main field testing. The preliminary field testing was undertaken in the small scale group at X IPA 1 which consisted of nine students as the research sample. Meanwhile, the main field testing was conducted in the large scale group at X IPA 1 and X IPA 2 which consist of 20 and 23 students. This research was conducted from September 15<sup>th</sup> to October 10<sup>th</sup>, 2019.

### C. Research Procedure

The researcher modified and simplified the model by limiting until six steps to be applied in the study due to the limited time of research, research fund, and also the researcher capability.



**Figure 3. The steps of the Systems Approach Model of Educational Research and Development (R&D)**



1) Collecting information related to the resources

This step was done at the early stage of the research. It called as a needs analysis. Needs analysis strategies used to collect information about the target and learner's need for a course. In this research, the research distributed questionnaires to conduct need analysis. The questionnaires were about the students' needs, students' understanding of recount text, learning sources, and students' opinion toward teaching-learning in the class.

2) Planning

After identifying what students need to learn, the researcher formulated the competence and formulated the specific objectives gained by the product.

3) Developing preliminary English materials of Islamic recount text

In this step, it is important to determine which English material content is appropriate to be developed based on students' needs. In accordance with student's needs, the appropriate material developed in this product is recount text which is integrated with Islam. Then, the researcher identified the basic and core competence of the English material of recount text in Senior High School in order to point out the indicators and learning aims that must be mastered by students.

4) Getting the experts validation

The validation product from the experts is aimed to evaluate the suitability and the validity of the product designed. The result of the experts' validation analyzed and measured based on validation

criteria. The result determined whether the product developed is able to be implemented in the teaching-learning process or it needs revision. In this case, the researcher should revise the product until it fits the student's needs.

5) Main field testing

After the Islamic recount reading text materials have been revised and valid to be implemented, and then it goes to the main field testing.

6) Final product revision

The final product revision is required when there are inadequacy and weakness of the product developed in the main field testing so that the final product becomes better and feasible.

#### **D. Data Collection Technique**

In this research, the researcher used two techniques to collect the data, they are:

1. Questionnaires

There are two kinds of questionnaires and it distributed in order to dig the data related to the learners' needs and material development. First, the questionnaire is used to obtain data about the learners' needs, problems and potentials as a base to develop Islamic recount reading text material which included in the first stage of R and D steps. The learner's questionnaires for need analysis contained multiple-choice question included a blank response option.

Besides, the questionnaire also distributed for the English teacher to dig the data related to the condition of materials they used in teaching-learning and to ask the teacher's opinion whether or not the Islamic recount reading text materials should be presented for Islamic students. This questionnaire is presented in comment-on questions.

Second, the assessment worksheet for evaluating the module developed also taken through a questionnaire. The validation of the developed material is greatly important, in order to produce a reliable and valid product. In this stage, one expert and one teacher gave inputs and suggestions related to the developed material.

## 2. Test

A test used to analyze student's achievement in the reading of Islamic recount text before and after using module developed. There were two kinds of the test applied in this research, namely pre-test and post-test which was taken in preliminary field testing and main field testing.

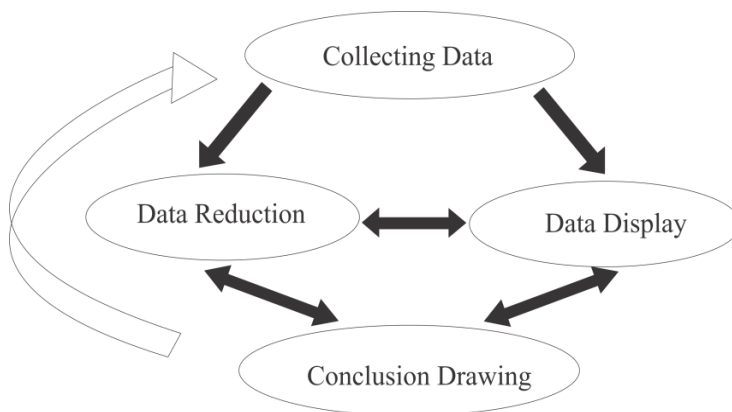
## **E. Data Analysis Technique**

The data in this research analyzed by the following techniques:

### 1. Descriptive analysis technique.

The descriptive analysis used to analyze the qualitative data taken from student's need analysis, questionnaire result of English teacher at SMA IP Al-Banjari Blora, expert's validation value, and the teacher's evaluation of the product developed. Miles and Huberman assist that

there are some steps in analyzing qualitative data.<sup>35</sup> The streams can also be presented below:



**Figure 3.2 Components of Data Analysis: Interactive Model**

**a. Data Collection**

The data which are needed to conduct the research was collected to gain information, such as Islamic recount reading text material which can be incorporated in English material, validation of material, students' and teacher's need analysis, an expert's evaluation of product developed.

**b. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes or transcription. The data reduction occurs continuously throughout the life of any qualitatively oriented project. It is not separate from the analysis.

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<sup>35</sup> Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis*, Second (USA: SAGE, 1994).

**c. Data Display**

The second major stream of analysis activity is data display. A ‘display’ is an organized, compressed assembly of information that permits conclusion drawing and action-taking. The extended text has been the most frequent form of display for qualitative data in the past.

**d. Conclusion: Drawing/Verifying**

The third major flow of analysis activity is conclusion drawing and verifying. From the data collected in the beginning, the qualitative analyst is beginning to determine what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The final conclusion may not emerge until the data collection is over. Conclusions are also proved as the analyst proceeds. The meanings appeared from the data have to be tested for their plausibility, their sturdiness, and their validity.

**1) The Calculation of Need Analysis**

The data gained from the student’s need analysis calculated in the form percentage of each answer. The highest percentage of the result in each question will represent students’ real conditions.

$$P (\%) = \frac{f}{N} \times 100$$

P = Percentage

N = total respondents

F = Frequency

100 = Fixed number

## 2) The Calculation of Expert Validation

The data result of expert validation of material development was analyzed through descriptive statistic to make certain whether the material development is valid to be implemented or need revisions before being used in the real field by regarding some components, they are content feasibility aspect, the appearance aspect, language feature, and graphical aspect. The validation of each aspect is taken by a questionnaire which follows the rating scales 1 to 4 (four). The score of validation result was calculated and shown in percentage by the following formula.

$$Score \% = \frac{\text{total score of validation component}}{\text{maximal score}} \times 100 \%$$

Moreover, the result of the score (%) was changed to the criteria presented in the table below:

**Table 3.1 The Level of Validity Criteria<sup>36</sup>**

No	Criteria of Validity	Level Validity
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<sup>36</sup> Sa'dun Akbar, *Instrumen Perangkat Pembelajaran* (Bandung: PT remaja Rosdakarya, 2013).

1	85,01% - 100%	Valid; can be implemented without revision
2	70,01% - 85%	Fair; can be implemented with small revision
3	50,01% - 70%	Less; proposed to be unimplemented because need major revision
4	1% - 50%	Invalid; forbidden to be implemented

## 2. Statistical Analysis

There are some tests were conducted by the researcher in statistical analysis, they are Test of Instrument, Pre-requisite Test, and Hypothesis Test.

### a. Test of Instrument

A good test should meet the criteria in the term of validity, reliability, difficulty, and discriminating power, as they would be elaborated below:

#### 1) Validity

Validity points to the appropriateness of the interpretations of test results which is generally related to some practical use of test results.<sup>37</sup> In addition, Brown claimed that test validity is defined as to which extent a test measures what it should be measured. For instance, if a test claims to measure Indonesian speaking proficiency, then a test should assess the ability to speak Indonesian. From that explanation, we can conclude that the test items should

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<sup>37</sup> Norman E Gronlund, *Constructing Achievement Tests*, Second (USA: Prentice Hall, 1977).

measure object supposed to measure and suitable with the criteria.

To check the validity of the test items, the writer used the formula of product-moment as follows<sup>38</sup>:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

$r_{xy}$  = the correlation coefficient

N = number of test takers

$\sum X$  = number of test items

$\sum Y$  = total score of test items

The final value of  $r$  count are always between 0 and 1. The variables have strong relationship if the  $r$  value gets closer to 1.

## 2) Reliability

Reliability refers to the consistency of the test score every time it measured from one measurement to another. Four basic methods can be established in computing reliability according to Brown,<sup>39</sup> they are: (a) Test-Retest (b) Equivalent-

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<sup>38</sup> Evelyn Hatch and Anne Lazaraton, *The Research Manual: Design and Statistics for Applied Linguistics* (USA: Heinle & Heinle Publisher, 1991).

<sup>39</sup> James Dean Brown, *Testing in Language Programs* (USA: Prentice Hall Inc, 1996).



Forms (c) Internal-consistency (split half, Cronbach alpha, Kuder-Richardson 20, and Kuder-Richardson 21). The reliability value ranges from 0 to +1.0. Higher the value, the more reliable of the item is. The formula used to measure the reliability of the test is Kuder-Richardson 20 formula because it is considered accurate. The formula is:

$$K - R20 = \frac{k}{k - 1} \left(1 - \frac{\sum IV}{S_t^2}\right)$$

Where

K-R20 = Kuder-Richardson formula 20

K = number of items

IV = item variance

$S_t^2$  = variance for the whole test (that is the standard deviation of the test scores squared)

### 3) Difficulty Item

The difficulty value of an item simply indicates how difficult or easy the item of the test. The index of difficulty may be defined as the percentage of students who responded to the item correctly. It can be calculated by using the following formula<sup>40</sup>:

$$Dv = (R_u + R_l) / (N_u + N_l)$$

Where:

Dv = Item difficulty

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<sup>40</sup> Suruchi and Surender Singh Rana, 'Test Item Analysis and Relationship Between Difficulty Level and Discrimination Index of Test Items in an Achievement Test in Biology', *Indian Journal of Research PARIPEX*, 3.June (2014), 56–58.

$R_u$  = the number of students in the upper 27% who answered correctly

$R_l$  = the number of students in the lower 27% who answered correctly

$N_u$  = number of students in the upper group

$N_l$  = number of students in the lower group

**Table 3.2 Value Ranges of Difficulty Test**

Difficulty Value	Quality	Recommendation
Below 0.20	Very difficult/misleading	Discard
0.20 to 0.50	Good	Retain
0.50 to 0.80	Best	Retain
Above 0.80	Very Easy/Poor Item	Discard

In this difficulty index, the higher the value the item will be easier. For example, the item was an easy one if most students answered the item correctly and vice versa.

#### 4) Discriminating Power

The discrimination power of an item shows to which extent the item distinguish between students, separating the more capable students from the poor.<sup>41</sup> The discrimination index indicates that students who get high test scores

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<sup>41</sup> J B Heaton, *J. B. Heaton - Writing English Language Tests (Longman Handbooks for Language Teachers) (1989).Pdf*, ed. by Jeremy Harmer and Roy Kingsbury, New (USA: Longman Inc, 1990).

answered the item correctly while students who gain low test scores got the item incorrect. The items are said more discriminate if the value is higher. The discrimination power can be estimated by using the following procedure and formula:<sup>42</sup>

$$D = (R_u - R_l) / N_u \text{ (or) } N_l$$

The procedure is:

- a) Administration of the draft.
- b) Identification of upper 27% and lower 27% of students having the highest and lowest scores in order.
- c) Calculation of each item, the proportion of students attempting it correctly.
- d) The discrimination index was gained by using the formula mentioned above.
- e) The discrimination index value can range from -1.00 to +1.00.
- f) The negative discrimination value of items is rejected. Items having a discrimination value above .20 are generally considered satisfactory for use in most academic achievement tests.

## **b. Pre-requisite Test**

Pre-requisite test is an analysis before giving the treatment in order to know the legality of the sample. Through the pre-requisite

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<sup>42</sup> C Boopathiraj and K Chellamani, 'Analysis of Test Items on Difficulty Level and Discrimination Index in the Test for Research in Education', 2.2 (2013), 189–93.

test, the researcher determines statistically analysis technique to find the normality of the pre-test.

#### 1) Normality test

It was used to know the normality of the data whether the experiment class has a normal distribution or not. The formula used to test the normality of the data is Chi-square.<sup>43</sup>

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where

O = observed frequency

E = expected frequency

k = number of categories, groupings, or cells.

In this test,  $H_0$  is stated that the data distributed normally, while  $H_a$  stated that data do not distribute normally.  $H_0$  is acceptable in condition  $X^2 count < X^2 table$  (with the significance level at .05), it means that the data distribute normally and  $H_a$  rejected. Besides, when  $X^2 count > X^2 table$ , it means that  $H_a$  is acceptable and  $H_0$  is rejected because the data do not distribute normally.

#### 2) Homogeneity Test

This test aimed to know whether the data come from the population that has relatively same variant or not. In this

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<sup>43</sup> William Wiersma, *Research Methods in Education: An Introduction*, Seventh (USA: Allyn & Bacon, 2000).

test,  $H_0$  is stated that the data have the same variant, while  $H_a$  stated that the data have a different variant. If  $F_{count} < F_{table}$  (with the standard of error,  $\alpha=5\%$ ), the data have the same variant. In this case,  $H_0$  is accepted and  $H_a$  is rejected. The calculation of variants is gained with the following formula<sup>44</sup>:

$$S1 = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}} \text{ and } S2 = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

$$F_{count} = \frac{S_{bigger}}{S_{smaller}}$$

### 3) Test of the Average (*t-test*)

A t-test used to analyze the data of this research. A t-test was used to examine average whether the control group and the experimental group have a different average.

If the data has separated variant, the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

If the data has same variant, the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

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<sup>44</sup> Hatch and Lazaraton.

$\bar{X}_1$  = Average score of the experimental group

$\bar{X}_2$  = Average score of the control group

$n_1$  = Number of experimental group

$n_2$  = Number of control group

$s_1^2$  = Standard deviation of experimental group

$s_2^2$  = standard deviation of control group

The hypotheses are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

If  $t \text{ count} \leq t \text{ table}$  (with the significance level at .05 and d.b. = N-1), so  $H_0$  is accepted and  $H_a$  is rejected. Therefore, there is no difference in the average value from both groups. In other hands, if  $t \text{ count} > t \text{ table}$ ,  $H_a$  is accepted because there is a significant difference of average from both groups.<sup>45</sup>

### c. Hypothesis Test

Hypothesis test aims at measuring the students' achievement before and after given the treatment and explanation. The result of the test was analyzed statistically.

#### 1) Normality Test

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<sup>45</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

The normality in this post-test is the same as the normality test in pre-test.

2) Homogeneity Test

This kind of test is the same as the homogeneity test on the initial data.

3) Test Average

The average test of the hypothesis test is similar to the test of the average on the initial data.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter explains the research findings and analysis of developing Islamic module to teach recount text.

#### **A. Need Analysis of Product Development to Teach Islamic Recount Text**

Before developing Islamic recount text module, the researcher distributed questionnaires for students and teacher to conduct need analysis.

##### **1. Students' Need Analysis**

Students' need analysis was undertaken through a questionnaire which consists of 20 questions. Based on the result, there were some problems faced by students in the English learning process. In the number of 85%, students claimed that reading belongs to the difficult skill to be learned. The main factor was the lack of vocabulary that showed at the rate of 73%. The second factor (14%) was a misinterpretation of sentence meaning, and the rest (9%) argued that they did not understand the storyline. This problem really makes a big impact toward students interested in learning English. In the number of 67%, they argued that they did not like the English Language (see Appendix 7).

Besides, the learning media used by students in SMA IP Al-Banjari is only students' worksheets (LKS). However, the researcher identified that the content of the book did not fulfill the student's need in Islamic Institution. In the rate of 85%, the student agreed if there is



additional material developed about the Islamic recount story. They were interested in discussing Prophet Muhammad mostly (85%) because he was a founder of great social order. None of them could equal him. Furthermore, the number of 29% also wanted to learn more about the story of Fathul Mecca. In this case, the stories of Prophet Muhammad and Fathul Mecca are good to be inserted in the module developed.

## **2. Teacher's Need Analysis**

In line with finding above, the questionnaire distributed to the English teacher also meets some result. Some problems are faced by the English teacher in teaching reading of recount text. The first problem came from the students. The teacher found that students did not have enthusiasm and motivation in learning English. Second, the teacher argued that the student's vocabulary is lack. Last, the limitation source of learning. The students only get material from the LKS and listen to the teacher.

## **B. Developing Islamic Recount Text Material**

This research is intended to meet with the procedure of developing Islamic recount text material. Six steps are applied in this research to develop the product based Borg and Gall model. The discussion is below:

### **1. Collecting information related to the resources**

On Based on the observation on November 19<sup>th</sup>, 2018, English learning process at SMA IP Al-Banjari has implemented 2013 curriculum. However, the implementation of the curriculum has not been utilized students' need maximally, especially in teaching reading

of recount text. The teacher did not insert Islamic material which is existed in students' environment to support the learning process. The teacher mostly used the material originating from the student's workbook. However, there are great positive values taught in Islam religion. One way to present the Islamic character value is the imitation of a role model who well-implemented Islamic values through Islamic recount story

## **2. Planning**

Dealing with the data supported in the module developed, the researcher gained the data from school, literary books, and online journals. The data from SMA IP Al-Banjari were in the form of students' list names, the number of the class, and anything related to English teaching-learning. The researcher got the data of Prophet Muhammad from literary books. Besides, any information which can support the development of the module was derived from online journals.

## **3. Developing materials of Islamic recount text**

The module was designed from March 2019 to September 2019. The result of module design before going to be validated, as follow:

- a. Cover, included: title, the writer identity, the advisor, student's grade, and 2013 curriculum logo.
- b. Preface
- c. Table of Contents

- d. Core Competence and Basic Competence
- e. Framework of Content
- f. Chapter I (My Role Model); consists of Warmer, Vocabulary Builder, Pronunciation Practice, Reading Comprehension about Prophet Muhammad, Vocabulary Exercise, Text Structure, Grammar Review, and Further Activities.
- g. Chapter II (The Battle of Badr); consists of Warmer, Vocabulary Builder, Pronunciation Practice, Reading Comprehension about the history of Badr fight, Vocabulary Exercise, Text Structure, Grammar Review, and Further Activities.
- h. Chapter III (Fathul Mecca); consists of Warmer, Vocabulary Builder, Pronunciation Practice, Reading Comprehension about the history of the conquest of Mecca, Vocabulary Exercise, Text Structure, Grammar Review, and Further Activities.
- i. Bibliography
- j. Key Answer

#### **4. Getting the experts validation**

The result of developing prototype then validated by some experts validation; internal and external validator. It was conducted on the 16<sup>th</sup> of September 2019. The internal validator is an English Lecturer at Walisongo Islamic State University (Dra. Nuna Mustikawati Dewi, M. Pd) and the external validator is an English teacher in SMA IP Al-Banjari (Ahmad Thosim Hanafi).

There were two aspects should be evaluated by the experts. They were content feasibility aspects and aspects of appearance. The result (see Appendix 11) showed that the module was valid to be implemented in the English learning process. However, the experts gave some advice to revise the module.

Here are the advice:

- a) Internal Validator: Dra. Nuna Mustikawati Dewi, M. Pd
  - 1) Complete the table of content
  - 2) By the end of the lesson, students will be able to.....(KKO and HOTS)
  - 3) Provide the choice of the topic in further activities.
- b) External Validator: Ahmad Thosim Hanafi
  - 1) Revised the term of “a guideline hiddup mankind” to be “ a mankind’s life’s guideline”
  - 2) Add the material assessment

Revision of the module is needed before implementing in the learning process. The revisions of the module were conducted based on the advice from the expert’s validator. The following are the revision:

- a) Complete the table of content

TABLE OF CONTENTS		TABLE OF CONTENTS	
Course .....	i	Preface .....	i
Preface .....	ii	Table of content .....	ii
Table of content .....	iii	Core Competence & Basic Competence .....	iii
Core Competence & Basic Competence .....	iv	Framework of content .....	iv
Framework of content .....	1	Chapter 1 <b>My Role Model</b> .....	1
Chapter 1 .....	9	A. Writer .....	2
Chapter 2 .....	19	B. Vocabulary Builder .....	3
Chapter 3 .....	19	C. Pronunciation Practice .....	3
Bibliography .....		D. Reading Comprehension .....	4
Key Answer .....		E. Vocabulary Exercises .....	6
		F. Text Exercises .....	6
		G. Grammar Review .....	7
		H. Practice Activities .....	8
		Chapter 2 <b>The Battle of Badli</b> .....	9
		A. Writer .....	10
		B. Vocabulary Builder .....	12
		C. Pronunciation Practice .....	12
		D. Reading Comprehension .....	13
		E. Text Exercises .....	15
		F. Vocabulary Exercises .....	17
		G. Grammar Review .....	17
		H. Practice Activities .....	18
		Chapter 3 <b>Kahul Meneo</b> .....	19
		Bibliography .....	

**Picture 4.1 (a) before revision, (b) after revision**

- b) By the end of the lesson, students will be able to.....(KKO and HOTS)

By the end of the lesson,  
I will be able to comprehend the content of the reading text.

- By the end of the lesson,
1. I will be able to identify the social function, the text structure, and the language features briefly after reading recount text.
  2. I will be able to explain the language features of recount text in asking and giving information related to the historical event correctly.
  3. I will be able to explain the text structure correctly after reading recount text.
  4. I will be able to compose a recount text.

**Picture 4.2 (a) before revision, (b) after revision**

- c) Provide the choice of the topic in further activities.

### Further Activities

Read more the recount text especially the historical event during the lifetime of Rasulullah SAW. It may inspire you to be a tough, spirit, and better person.

(a)

### Further Activities

Observe the topics below. Which topic do you want to read more? Choose one of them, look for the information of the topic in the books or internet, and read the text carefully. Hopefully you can take a moral value in it.



(b)

**Picture 4.3 (a) before revision, (b) after revision**

- d) Revised the term of “a guideline hiddup mankind” to be “ a mankind’s life’s guideline”

## Chapter 1

### A. Warmer

1. It is a picture of ship. The picture reminds us about Prophet Noah A.S (Nabi Nuh A.S.) who can make a very large boat with the permission of Allah. The boat had saved him and his believers from the flash floods (punishment of Allah) that hit the infidel.
2. It is a picture of Al-Qur'an, a guideline hiddup mankind. The greatest miracle of Prophet Muhammad SAW.

(a)

## Chapter 1

### A. Warmer

1. It is a picture of ship. The picture reminds us about Prophet Noah A.S (Nabi Nuh A.S.) who can make a very large boat with the permission of Allah. The boat had saved him and his believers from the flash floods (punishment of Allah) that hit the infidel.
2. It is a picture of Al-Qur'an, a mankind's life's guideline. The greatest miracle of Prophet Muhammad SAW.

(b)

### Picture 4.4 (a) before revision, (b) after revision

#### e) Add the material assessment

The learning assessment was attached in the lesson planning of the experimental class.

## 5. Main Field Testing

The module revised then ready to be implemented in preliminary field testing in the small-scale group. The sample of preliminary field testing was selected purposively containing 9 students. Those are 3 students with high-level comprehension, 3 students with medium level, and 3 students in low-level comprehension.

Before implementing the product, a pre-test is conducted to assess the first student's condition in reading recount text. The module

developed was implemented in two meetings. In the first meeting, students discussed the text Prophet Muhammad. The following day, students composed recount text shortly. At the end of the day, students were given a post-test in order to know there is significance between before and after implementing the product.

The implementation of module developed revised was tried out in the large scale group. The test was conducted at XIPA1 (20 students) as an experimental class and XIPA2 (23 students) as a control class.

## **6. Final Product Revision**

Some revisions of the module were conducted to meet the feasibility and the suitable of the product. The final version of the Islamic recount text module is shown in the appendix.

## **C. The Effectiveness of the Product**

### **1. Test of Instrument**

Before the instrument was tested on the experiment class (X IPA 1) and control class (X IPA 2) the instrument trial was conducted in the small-scale of X IPA 1. The trial was conducted to determine the validity of the items. The steps are as follow:

#### **a. Validity**

This test was conducted to test the instrument accuracy. The instrument has been tested before being used to measure students' reading skill. The final value of  $r$  will always between 0 and 1.



The variables will have a strong relationship if the  $r$ -value gets closer to 1. The following is the result of the validity test.

**Table 4. 1 The Result of Validity Test**

Item/R	R1	R2	R3	R4	R5	R6	R7	R8	R9	$r$ count	Ket
Q1	0	1	1	1	0	1	1	1	1	0.730	Valid
Q2	0	1	1	1	0	1	1	0	0	0.833	Valid
Q3	0	0	1	1	0	1	0	1	0	0.722	Valid
Q4	0	0	1	1	0	1	1	1	0	0.722	Valid
Q5	0	1	1	1	0	1	1	1	1	0.730	Valid
Q6	0	0	1	1	0	1	1	1	0	0.722	Valid
Q8	0	1	1	1	0	1	0	0	0	0.833	Valid
Q11	1	1	1	1	0	1	1	1	0	0.730	Valid
Q14	0	1	1	1	0	1	1	1	1	0.730	Valid
Q16	0	0	1	1	0	1	0	0	0	0.761	Valid
Q18	1	0	1	1	0	0	0	0	0	0.702	Valid

Based on the table, the  $r$  count gets closer to 1. It can be concluded that the validity of all items for the reading ability test instrument was valid.

#### b. Reliability

Reliability test was used to determine the consistency of the test score every time it measured from one measurement to another.

$$K - R20 = \frac{k}{k - 1} \left(1 - \frac{\sum IV}{S_t^2}\right)$$

$$K - R20 = \frac{10}{9} \left(1 - \frac{2.2}{13.5}\right)$$

$$K - R20 = 0.93$$

The results of the calculation of the reliability coefficient of the reading ability test instrument were obtained 0.93. The reliability value ranges from 0 to +1.0. Higher the value, the more reliable of the item is.

So, it can be concluded that the pre-test and post-test of recount text are tests that have high reliability because it approaches the +1.0 score.

c. Difficulty Item

The difficulty value of an item simply indicates how difficult or easy the item of the test. Based on the calculation in Appendix 13, the results of the difficulty level are as follows:

**Table 4.2 The Result of Difficulty Test**

Question	Value	Criteria
1	0.56	Best
2	0.44	Good
3	0.56	Best
4	0.78	Best
5	0.56	Best
6	0.44	Good
7	0.78	Best

8	0.78	Best
9	0.33	Good
10	0.33	Good

The difficulty of the item is interpreted from each value. The higher the value, the item will be easier. However, the item will be retained if it has a value between 0.2 and 0.8. The item value below 0.2 is considered very difficult and the item value above 0.8 is considered very easy.

From table 4.2, the value on each item is between 0.2 and 0.8. So, it can be concluded that the item is valid to be implemented to test the student's reading skill of recount text.

d. Discriminating Power

The discrimination index indicates that students who get high test scores answered the item correctly while students who gain low test scores got the item incorrect. The discrimination index value can range from -1.00 to +1.00. Items having a discrimination value above .20 are generally considered satisfactory for use in most academic achievement tests.

Based on the calculation, the results of discriminating power are as follows:

**Table 4.3 The Result of Discriminating Power Test**

Question	Value of D	Criteria
1	1	Accepted

2	1	Accepted
3	1	Accepted
4	0.67	Accepted
5	1	Accepted
6	1	Accepted
7	0.67	Accepted
8	0.67	Accepted
9	1	Accepted
10	0.3	Accepted

It can be concluded that the discriminating power of pre-test and post-test of recount text value above 0.2 and it is considered satisfactory for use.

## 2. Pre-requisite Test

Pre-requisite test is an analysis before giving the treatment in order to know the legality of the sample. It was conducted to determine the effect of the product in small scale class.

### a. Normality Test

The normality test was used to know whether the data obtained have normal distribution or not. The criteria of normality test are:

$H_0$ : the data distributed normally

$H_a$ : the data do not distribute normally.

$H_0$  will be accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$

$H_a$  will be rejected if  $X^2_{\text{count}} > X^2_{\text{table}}$

The result calculated using Chi-square ( $X^2$  count) then was compared with table of Chi-square ( $X^2$  table) by using 5% alpha of significance and  $df = k-1$ .

**Table. 4.4 Normality Test of Pre-Test and Post-Test in Small-Scale Group**

	$X^2$ count	$X^2$ table	Criteria
Pre-Test	1.947	7.814	Normal
Post-Test	0.433	7.814	Normal

Based on the analysis above, it can be concluded that  $X^2$  count was lower than  $X^2$  table ( $X^2$  count <  $X^2$  table) and  $H_0$  accepted. So, the distribution data of pretest and post-test in small scale group is normal.

b. Homogeneity Test

The homogeneity test was used to know whether the group sample was taken from population is homogeneous or not.

Hypothesis:

$$H_0: \sigma_1 = \sigma_2$$

$$H_a: \sigma_1 \neq \sigma_2$$

$H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$

$H_a$  rejected if  $F_{\text{count}} > F_{\text{table}}$

**Table 4.5 The Homogeneity Result of Pre-Test and Post-Test**

	Variance	N	df	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
Pre-Test	162.50	9	8	1.13	3.44	Homogeneous
Post-Test	184.03	9	8			

Since, the  $F_{\text{count}} (1.66) < F_{\text{table}} (1.86)$  so  $H_0$  was accepted, meant that the data of the pre-test and post-test in small-scale group had similar variances and homogeneous.

c. Hypothesis Test

A t-test will be used to analyze the data of this research. A t-test is used to examine average whether pre-test and post-test score have different average.

The hypotheses are:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

$$s = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

$$s = \sqrt{\frac{(9-1)162,5 + (9-1)184,028}{9+9-2}}$$

$$s = 173.26$$

$$s^2 = 13.16$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{44.44 - 33.33}{13.16 \sqrt{\frac{1}{9} + \frac{1}{9}}}$$

$$t = 3.27$$

With  $\alpha = 5\%$  and  $df = 9 + 9 - 2 = 16$ , obtained  $t_{\text{table}} = 2.12$ . From the result of t-test calculation,  $t_{\text{count}} = 3.27$ . Because  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( $3.27 > 2.12$ ),  $H_0$  is rejected and  $H_a$  is accepted.

It can be concluded that there was significant difference between the pre-test and post-test score in small-scale group who were taught by using Islamic recount text module.

### 3. Large-Scale Trial Results

This step was the last stage of the module test. The module was used as learning material and learning resource by students in learning process. The control class was X IPA 2 and the experimental class was X IPA 1. The following were the results of the student's pre-test and post-test:

#### a. Analysis of Pre-test

##### 1) Normality Test

Normality test was used to find out whether data experimental class and control class have normal distribution or not. The criteria of normality test are:

$H_0$ : the data distributed normally

$H_a$ : the data do not distribute normally.

$H_0$  will be accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$

$H_a$  will be rejected if  $X^2_{\text{count}} > X^2_{\text{table}}$

The result calculated using Chi-square ( $X^2_{\text{count}}$ ) then was compared with table of Chi-square ( $X^2_{\text{table}}$ ) by using 5% alpha of significance and  $df = k-1$ .

**Table 4.6 Normality Test of Pre-Test of Experimental Class and Control Class**

	<b>X<sup>2</sup> count</b>	<b>X<sup>2</sup> table</b>	<b>Criteria</b>
Experiment	9.23	9.49	Normal
Control	7.61	9.48	Normal

Based on the analysis above, it can be concluded that X<sup>2</sup> count was lower than X<sup>2</sup> table (X<sup>2</sup> count < X<sup>2</sup> table), so H<sub>0</sub> accepted. The distribution data of pre-test of experimental class and control class is normal.

## 2) Homogeneity Test

The homogeneity test was used to know whether the group sample was taken from population is homogeneous or not.

Hypothesis:

$$H_0: \sigma_1 = \sigma_2$$

$$H_a: \sigma_1 \neq \sigma_2$$

$$H_0 \text{ accepted if } F_{\text{count}} < F_{\text{table}}$$

$$H_a \text{ rejected if } F_{\text{count}} > F_{\text{table}}$$

**Table 4.7 The Homogeneity Result of Pre-Test of Experimental Class and Control Class**

	<b>Variance</b>	<b>N</b>	<b>df</b>	<b>F<sub>count</sub></b>	<b>F<sub>table</sub></b>	<b>Criteria</b>
Experiment	272.37	20	19	1.51	2.08	Homogeneous
Control	180.24	23	22			



Since, the  $F_{\text{count}} (1.51) < F_{\text{table}} (2.08)$  so  $H_0$  was accepted, it means that the data of the pre-test of experimental class and control class had similar variances or homogeneous.

### 3) Hypothesis Test

A t-test will be used to analyze the data of this research. A t-test is used to examine average whether pre-test and post-test score have different average.

The hypotheses are:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

**Table. 4.8 The Average Similarity Test of Pre-Test in Experimental and Control Class**

Class	N	X	$S^2$	s	$t_{\text{table}}$	$t_{\text{count}}$	Criteria
Experiment	20	32.5	272.368	16.504	2.02	1.5	Ho accepted
Control	23	25.65	180.237	13.425			

With  $\alpha = 5\%$  and  $df = 20 + 23 - 2 = 41$ , obtained  $t_{\text{table}} = 2.02$ . From the result of t-test calculation,  $t_{\text{count}} = 1.5$ . It can be concluded that there was no difference between pre-test in experimental and control class because  $t_{\text{count}}$  was smaller than  $t_{\text{table}}$  ( $1.5 < 2.02$ ).

### b. Analysis of Post-test

#### 1) Normality Test

Normality test was used to find out whether data experimental class and control class have normal distribution or not.

$H_0$ : the data distributed normally

$H_a$ : the data do not distribute normally.

$H_0$  will be accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$

$H_a$  will be rejected if  $X^2_{\text{count}} > X^2_{\text{table}}$

**Table 4.9 Normality Test of Post-Test of Experimental Class and Control Class**

	$X^2_{\text{count}}$	$X^2_{\text{table}}$	Criteria
Experiment	7.35	9.49	Normal
Control	8.91	9.48	Normal

The result calculated using Chi-square ( $X^2_{\text{count}}$ ) then was compared with table of Chi-square ( $X^2_{\text{table}}$ ) by using 5% alpha of significance and  $df = k-1$ .

Based on the analysis above, it can be concluded that  $X^2_{\text{count}}$  was lower than  $X^2_{\text{table}}$  ( $X^2_{\text{count}} < X^2_{\text{table}}$ ), so  $H_0$  accepted. The distribution data of post-test of experimental class and control class is normal.

## 2) Homogeneity Test

The homogeneity test was used to know whether the group sample was taken from population is homogeneous or not.

Hypothesis:

$H_0: \sigma_1 = \sigma_1$

$$H_a: \sigma_1 \neq \sigma_2$$

$H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$

$H_a$  rejected if  $F_{\text{count}} > F_{\text{table}}$

**Table 4.10 The Homogeneity Result of Post-Test of Experimental Class and Control Class**

	Variance	N	df	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
Experiment	304.21	20	19	1.19	2.08	Homogeneous
Control	256.52	23	22			

Since, the  $F_{\text{count}}$  (1.19) <  $F_{\text{table}}$  (2.08) so  $H_0$  was accepted, it means that the data of post-test of experimental class and control class have similar variances or homogeneous.

### 3) Hypothesis Test

A t-test will be used to analyze the data of this research. A t-test is used to examine average whether pre-test and post-test score have different average.

The hypotheses are:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

**Table 4.11 The Average Similarity Test of Post-Test in Experimental and Control Class**

Class	N	X	$S^2$	s	$t_{\text{table}}$	$t_{\text{count}}$	Criteria
Experiment	20	59	304.2	17.4	2.02	3.2	Ho accepted
Control	23	42,6	256.5	16			

With  $\alpha = 5\%$  and  $df = 20 + 23 - 2 = 41$ , obtained  $t_{table} = 2.02$ . From the result of t-test calculation,  $t_{count} = 3.2$ . Because  $t_{count}$  was higher than  $t_{table}$  ( $3.2 > 2.02$ ), it means  $H_0$  is rejected and  $H_a$  is accepted.

It can be concluded that there is a significant difference between the post-test in the experimental class and the control class. The different improvement of the experimental class and control class happened because of the treatment. The students of the experimental class were taught by using Islamic recount text material developed by the writer, while the control class was taught using the student's textbook.

The progress of the learning process in the experimental class improved. Students who were taught using the Islamic module can understand recount text better than students who were taught using the student's textbook. It is proven by the t-test score that there was a significance difference between experimental class and control class.

Based on the result of this research, the researcher concludes that the module developed is effective to teach the reading skill of Islamic recount text. By using the module developed, students in Islamic institutions can increase their reading skill of recount text. Besides, they can also learn the history of Islam, take great positive value implicitly on it, and practice in their daily life.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result findings and analysis, it can be concluded as follows:

The development of Islamic recount text material is needed by students in Islamic Institutions, especially SMA IP Al-Banjari. In the rate of 85%, the student agreed if there is additional material developed about the Islamic recount story. As Faridi and Bahri claimed that recount text contained a good value which the reader can take from the writers' experience. Learning recount text may give a good contribution to the students' character building if teaching-learning directed properly because they could learn to appreciate other's valuable experiences and imitate as a basis to learn morality. One way to present the Islamic character value is the imitation of a role model who well-implemented Islamic values through Islamic recount story.

The development of Islamic recount text material had been done through R&D model by Borg and Gall (1983) in the following procedures: 1) Collecting information related to the resources, 2) Planning, 3) Developing a preliminary English materials of Islamic recount text, 4) Getting the experts validation, 5) Main field testing, and 6) Final product revision. Here are the specifications of the module: a) Cover; b) Preface; c) Table of Contents; d) Core Competence and Basic Competence; e)

Framework of Content; f) Chapter I; g) Chapter II; h) Chapter III; i) Bibliography; j) Key Answer.

The product is effective based on the result of main field testing; post-test in the experimental and control class. It is proven by the result of  $t_{\text{count}} = 3.2$ . It is higher than  $t_{\text{table}} 2.02$ . So, it means that the experimental group was better than the control group after getting the treatment.

## **B. Suggestion**

This research is intended to develop new English learning source so that it can facilitate students in the learning process. Hence, this research is needed further investigation to obtain an English module with better quality. Based on that reason, the researcher suggests:

1. The module developed can be implemented in schools because it has validated by some experts.
2. The Islamic recount text module developed can be expanded to obtain new learning source.
3. The development of the module needs to be wider not only focus on Islamic recount text.
4. The module can be developed in other English material based on students' needs.

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## **Appendix 1**

### **The Students' Name List of Preliminary Field Test in the Small-Scale Group**

<b>No</b>	<b>Name</b>	<b>Code</b>
1	Aqiela Hijal A	R1
2	Amrina Rosyada	R2
3	Deci Andini R	R3
4	Liza Nur M	R4
5	Sabrina Naqwa R	R5
6	Salma Charis	R6
7	Siti Nailly A R	R7
8	Utami	R8
9	Zulfia Azi M N	R9

## Appendix 2

### The Students' Name List of Experimental and Control Class

Experimental (XIPA1)			Control (XIPA2)		
No	Name	Code	No	Name	Code
1	Aqiela Hijal A	E-1	1	Adi Nugraha	C-1
2	Amrina Rosyada	E-2	2	Alfi Farikhatul A	C-2
3	Cindy Lestari	E-3	3	Aris Afifudin	C-3
4	Deci Andini R	E-4	4	Aryo Fajriadi	C-4
5	Dita Kusuma R	E-5	5	Davina Novita Z	C-5
6	Ika Fitriana	E-6	6	Devita Khusnul K	C-6
7	Ilya Wardatun	E-7	7	Diah Nurul A	C-7
8	Liza Nur M	E-8	8	Era Fazira	C-8
9	Nur Fitria N	E-9	9	Imam Kualifin	C-9
10	Nuri Alfi L	E-10	10	Jihan Sri Dewi Lestari	C-10
11	Sabrina Naqwa R	E-11	11	Khoirul Ichsanto Aji P	C-11
12	Salma Charis	E-12	12	Lira Aisvara N S	C-12
13	Seftyana Nur A	E-13	13	M Satrio Fajar M	C-13
14	Shintya Nur H	E-14	14	Mohammad Imam Ma'ruf	C-14
15	Siti Fatchunikmah	E-15	15	Nurhanan Alnadir W	C-15
16	Siti Luthfyyatun N	E-16	16	Rahmat Yoga Pratama	C-16
17	Siti Nailly A R	E-17	17	Ricky Yusuf Ari Y	C-17
18	Ummi Dewi K	E-18	18	Rismawati	C-18
19	Utami	E-19	19	Sinta Aprilia	C-19
20	Zulfia Azi M N	E-20	20	Siti Maulida Nur Q	C-20
			21	Siti Nailly Ni'mah	C-21
			22	Siti Yulianti	C-22
			23	Ulfiya Nurlathifah	C-23

### Appendix 3

#### Pre-Test and Post-Test Score of Preliminary Field Testing in the Small-Scale Group

No	Code	Pre-Test	Post-Test
1	R1	30	40
2	R2	30	45
3	R3	25	55
4	R4	55	65
5	R5	40	15
6	R6	30	50
7	R7	15	45
8	R8	25	45
9	R9	50	40
Sum		300	400
Average		33,33333	44,44444
Min		15	15
Max		55	65
Variance ( $S^2$ )		162,5	184,0278
S		12,74755	13,56568

## Appendix 4

### Pre-Test and Post-Test Score in Experimental and Control Class

No	Code	Experimental		No	Code	Control	
		Pre-Test	Post-Test			Pre-Test	Post-Test
1	E-1	40	60	1	C-1	50	70
2	E-2	40	80	2	C-2	20	60
3	E-3	30	60	3	C-3	40	50
4	E-4	30	80	4	C-4	30	40
5	E-5	30	30	5	C-5	10	20
6	E-6	50	60	6	C-6	20	30
7	E-7	10	60	7	C-7	30	40
8	E-8	60	80	8	C-8	20	50
9	E-9	40	70	9	C-9	30	20
10	E-10	20	40	10	C-10	20	40
11	E-11	40	30	11	C-11	50	50
12	E-12	70	60	12	C-12	40	70
13	E-13	0	40	13	C-13	20	20
14	E-14	20	50	14	C-14	0	40
15	E-15	20	60	15	C-15	20	50
16	E-16	40	40	16	C-16	30	30
17	E-17	30	60	17	C-17	0	20
18	E-18	20	80	18	C-18	40	60
19	E-19	20	50	19	C-19	30	40
20	E-20	40	90	20	C-20	20	60
				21	C-21	30	50
				22	C-22	30	20
				23	C-23	10	50
Sum		650	1180	Sum		590	980
N		20	20	N		23	23
Average		32,5	59	Average		25,6522	42,6087
Max		70	90	Max		50	70
Min		0	30	Min		0	20
s <sup>2</sup>		272,368	304,211	s <sup>2</sup>		180,237	256,522
s		16,5036	17,4416	s		13,4252	16,0163

## Appendix 5

### The Result of Lab Test



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815 Telp. 024-7608786 fax. 024-7619177 email : baakatsm@yahoo.com

**PENELITI** : Rizky Harmiyanti  
**NIM** : 1403046052  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : DEVELOPING ISLAMIC RECOUNT TEXT MATERIAL FOR THE  
 ELEVENTH GRADERS OF SMA IP (ISLAM PLUS) AL-BANJARI BLORA  
 IN THE ACADEMIC YEAR OF 2019/2020.

#### HIPOTESIS:

##### a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

##### b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

##### c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 \neq \mu_2$$

$$H_1: \mu_1 = \mu_2$$

##### d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 \neq \mu_2$$

$$H_1: \mu_1 = \mu_2$$

#### HASIL DAN ANALISIS DATA

Pretest Eksperimen		Kontrol		Posttest Eksperimen		Kontrol	
Mean	32.5	Mean	25.65217	Mean	59	Mean	42.6087
Standard Error	3.690314	Standard Error	2.799357	Standard Error	3.900067	Standard Error	3.339629
Median	30	Median	30	Median	60	Median	40
Mode	40	Mode	20	Mode	60	Mode	50
Standard Deviation	16.50359	Standard Deviation	13.42524	Standard Deviation	17.44163	Standard Deviation	16.0163
Sample Variance	272.3684	Sample Variance	180.2372	Sample Variance	304.2105	Sample Variance	256.5217
Sum	650	Sum	590	Sum	1180	Sum	980
Count	20	Count	23	Count	20	Count	23



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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## Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	32.5	25.65217
Variance	272.3684	180.2372
Observations	20	23
df	19	22
F	1.511167	
P(F<=f) one-tail	0.175373	
F Critical one-tail	2.083689	

### Keterangan:

Sig. =  $0.175 \geq 0.05$ , maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

## Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	59	42.6087
Variance	304.2105	256.5217
Observations	20	23
df	19	22
F	1.185905	
P(F<=f) one-tail	0.347629	
F Critical one-tail	2.083689	

### Keterangan:

Sig. =  $0.347 \geq 0.05$ , maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen)

## Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	32.5	25.65217
Variance	272.3684	180.2372
Observations	20	23
Pooled Variance	222.9321	
Hypothesized Mean Difference	0	





# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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P(T<=t) one-tail	0.070629
t Critical one-tail	1.682878
P(T<=t) two-tail	0.141259
t Critical two-tail	2.019541

## Keterangan:

Sig. = 0.141 > 0.05, maka  $H_0$  diterima artinya bahwa tidak ada perbedaan (Identik) antara rata-rata nilai Kelas Eksperimendan Kelas Kontrol

## Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Eksperimen	Kontrol
Mean	59	42.6087
Variance	304.2105	256.5217
Observations	20	23
Pooled Variance	278.6214	
Hypothesized Mean Difference	0	
df	41	
t Stat	3.211818	
P(T<=t) one-tail	0.001284	
t Critical one-tail	1.682878	
P(T<=t) two-tail	0.002567	
t Critical two-tail	2.019541	

## Keterangan:

Sig. = 0.002 > 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 18 Oktober 2019

Kepala Laboratorium



Deden Istianawan, S.Si., M.Kom

## Appendix 6

### The Organization of Learner's Need Analysis

No.	Aspects	Number of Items	Indicator/The Purpose of the Question	Reference
1	Personal identity	1, 9	To find out the personal data about learner	Hutchinson and Waters (1987:63)
2	Goal		To find out the learner's purpose in learning English	Nunan (2004:41-42)
<b>Target Needs</b>				
3	Necessities	13	To find out the learner's need in the target of situation.	Hutchinson and Waters (1987:55)
4	Lacks	2, 6, 7, 10	<ul style="list-style-type: none"> <li>To find out the learner's lack</li> <li>To find out the gap between learner's target competence and learner's existing competence</li> </ul>	Hutchinson and Waters (1987:56)
5	Wants	15, 16, 17, 18,	To find out learner's interest related to the major	Hutchinson and Waters (1987:56)
<b>Learning Needs</b>				
6	Input	12, 14, 19, 20	<ul style="list-style-type: none"> <li>To find out the data/content should be carried out in designing material</li> <li>To find out the source used by teacher in learning process</li> <li>To find out the learner's opinion about the additional modul</li> </ul>	Nunan (2004:47)
7	Teacher's Role	4, 5	<ul style="list-style-type: none"> <li>To find out the technique used by teacher in the learning process</li> <li>To find out the teacher's role in</li> </ul>	Nunan (2004:64)

			the class	
8	Learner's Role	3, 8, 11,	<ul style="list-style-type: none"> <li>To find out the learner's role</li> </ul>	Nunan (2004:64)

## Appendix 7

### Learner's Need Analysis Result

No	Indicators	Questions	Options	Per centage
1	Identify the personal data about learner.	(1)Apakah kalian menyukai pelajaran Bahasa Inggris?	Yes	33%
			No	67%
		(9)Dalam pelajaran Bahasa Inggris, apakah kalian memahami materi tentang <i>recount text</i> ?	Yes	77%
			No	23%
2	Identify the learner's need in the target of situation.	(13)Sebagai pelajar lulusan dari sekolah Islami, perlukah teks recount yang berkaitan dengan Islam diajarkan di sekolah?	Yes	100%
			No	0
3	Identify the learner's lack & the gap between learner's target competence and learner's	(2) Kemampuan ( <i>skill</i> ) apa yang sulit kalian kuasai dalam Bahasa Inggris?	A: Listening	30%
			B: Speaking	22%
			C: Reading	22%
			D: Writing	26%
		(6) Menurut kalian, apakah membaca teks dalam Bahasa Inggris sulit?	Yes	85%
			No	15%
		(7) Kesulitan apa yang	A (Banyak kosa	73%

	existing competence	kalian hadapi saat membaca teks dalam Bahasa Inggris?	kata yang belum diketahui artinya)	
			B (Tidak mengetahui makna dari suatu kalimat)	14%
			C (Tidak memahami alur cerita)	9%
			D. Lainnya....	5%
		(10) Menurut kalian, apakah mempelajari materi recount text sulit?	Yes	50%
			No	50%
4	Identify learner's interest related to the major	(15) Menurutmu, topik apa yang kamu inginkan dalam pembelajaran membaca <i>text recount</i> yang berbasis Islam	A (Topik berkaitan dengan personal recount seperti diari, wawancara, percakapan, dll)	5%
			B (Topik berkaitan dengan factual recount seperti	25%

			sejarah, jurnal, laporan kepolisian, berita dll)	
			C (Topik berkaitan dengan biografi seseorang)	65%
			D Lainnya...	5%
		(16) Diantara tokoh tokoh Islam dibawah ini, siapa yang paling kalian idolakan?	A (Nabi Muhammad SAW)	85%
			B (Abu Bakar as-Shidiq)	5%
			C (Umar bin al-Khattab)	5%
			D (Lainnya...)	5%
		(17) Dibawah ini ditampilkan beberapa tokoh yang berperan dalam menyebarkan agama Islam, siapa yang ingin kalian kaji biografinya lebih dalam?	A (Nabi Muhammad SAW)	77%
			B (Abu Bakar as-Shidiq)	14%
			C (Umar bin al-Khattab)	5%
			D (Lainnya...)	5%

5	<ul style="list-style-type: none"> <li>Identify the data/content should be carried out in designing material</li> <li>Identify the source used by teacher in learning process</li> <li>Identify the learner's opinion</li> </ul>	(18) Dibawah ini, peristiwa bersejarah Islam apa yang ingin kalian kaji lebih dalam?	A (Perang Badar)	24%
			B (Pembebasan Makkah)	29%
			C (Lainnya...)	28%
		(12) Apakah pengajaran recount text yang berbasis Islam sudah diterapkan di sekolah?	Yes:	15%
			No:	85%
		(14) Menurut pendapat kalian, apakah pengajaran recount text yang berbasis Islam nantinya dapat memberikan kontribusi terhadap pemahaman Bahasa Inggris kalian?	Yes:	87%
			No:	13%
		(19) Apakah kalian setuju jika nanti ada sumber belajar khusus (modul) tentang recount text yang berbasis Islam?	Yes:	85%
			No:	15%
		(20) Menurut pendapat kalian, bagaimana modul yang menarik untuk dipelajari?	A (Berwarna)	9%
			B (Bergambar)	9%
			C (Memberikan pengetahuan baru)	22%

	about the additional module		D (Terdapat games edukasi)	9%
			E (Mudah dipahami)	47%
			F (Lainnya....)	3%
<b>6</b>	Identify the technique used by teacher in the learning process and identify the teacher's role in the class	(4) Metode apa yang sering diterapkan oleh Bapak/Ibu Guru saat mengajar Bahasa Inggris?	A: Ceramah	22
			B: Diskusi	22
			C: Demonstrasi	6
			D: Lainnya	50
		(5) Menurut kalian, apakah metode tersebut menarik?	Yes:	65
			No:	35
<b>7</b>	Identify the learner's role	(3) Apa saja sumber belajar yang sering kalian gunakan dalam belajar Bahasa Inggris?	A: Buku Paket	14
			B: BSE	5
			C: LKS	81
			D: Lainnya	0
		(8) Jika kalian mengalami kesulitan ketika belajar Bahasa Inggris, apa yang akan kalian lakukan?	A: Diskusi dengan teman	95
			B: Ikut bimbel	5
			C: meminta tambahan pelajaran pada	0



			guru	
			D: lainnya...	0
		(11) Seberapa seringkah kamu membaca bacaan bahasa Inggris yang berbasis Islam?	A:Sangat sering	0
			B:Sering	0
			C:Kadang-kadang	30
			D:Jarang	45
			E:Tidak pernah	25

## Appendix 8

### Teacher's Need Analysis

**TEACHER'S QUESTIONNAIRE**  
**TOWARD DEVELOPING ISLAMIC RECOUNT TEXT READING MATERIAL**  
**FOR ELEVENTH GRADERS OF ISLAMIC SENIOR HIGH SCHOOL AL-BANJARI**  
**BLORA**

Nama : AHMAD THOSIM HANAFI  
NIP :  
TGL : 19 November 2018

1. Buku Bahasa Inggris yang saya gunakan dalam mengajar recount text dikelas adalah...

Buku Bahasa Inggris Terbitan Kemendikbud RI

2. Sumber belajar lain yang sering saya gunakan untuk mengajarkan recount text adalah .

Internet - www.ef.co.id

3. Materi recount text yang saya jelaskan biasanya berkaitan dengan.....

Personal experience (Pengalaman Pribadi)

4. Media yang saya gunakan dalam mengajarkan recount text seperti .....

Buku text, power point

5. Metode mengajar yang saya terapkan dalam mengajarkan recount text adalah .....

metode ceramah plus (diskusi & demonstrasi)

Alasan... setelah mendapatkan penjelasan, siswa diberikan kesempatan diskusi dg kelompoknya dan mempresentasikan hasilnya, sehingga siswa lebih fokus dg tema yg diajarkan.

6. Kelebihan dari metode yang saya terapkan adalah siswa dapat mengembangkan tema yg dipelajari berdasarkan pemahaman kelompok masing-masing dan siswa menjadi aktif mencari informasi untuk dipresentasikan di depan kelas

7. Bagaimana Anda mengukur tingkat pemahaman siswa terhadap sebuah materi?.....  
 1. tanya jawab terkait tema.....  
 2. penugasan individu secara tertulis.....  
 .....
8. Dalam merespon pembelajaran di kelas, apakah siswa biasanya bertanya terkait dengan materi yang dijelaskan oleh guru atau tidak? Jika iya berikanlah contoh pertanyaan yang diajukan siswa? ya.....  
 ex: Apakah ciri? text ---  
 Apa perbedaan text --- dg ---  
 .....
9. Apa saja kendala yang sering ditemukan pada siswa dalam mengajarkan Bahasa Inggris terutama recount text? .....  
 - kurangnya pemahaman tentang kosakata  
 - kurangnya buku penunjang KBM  
 - kurangnya antusiasme siswa ~~dan~~ saat KBM  
 .....

Thanks in Advance ☺

## Appendix 9

### Declaration of Validity

(Validator 1)

#### SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan dibawah ini:

Nama : Dra. Nuna Mustikawati Dewi, M. Pd.  
NIP : 19650614 199203 200 1  
Instansi : Pendidikan Bahasa Inggris, FITK, UIN Walisongo Semarang  
Alamat Instansi : Jl. Prof. Dr. Hamka Kampus II Ngaliyan, Semarang 50185

menyatakan bahwa saya telah memberikan penilaian dan masukan pada “Modul Bahasa Inggris pada Materi Membaca Teks *Recount* Berbasis Islami” yang disusun oleh

Nama : Rizky Harmiyanti  
NIM : 1403046052  
Jurusan/Fakultas : Pendidikan Bahasa Inggris/FITK  
Universitas : UIN Walisongo Semarang

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Semarang, 16 September 2019

Assesor



Dra. Nuna Mustikawati Dewi, M. Pd.

NIP. 19650614 199203 200 1

(Validator 2)

### **SURAT PERNYATAAN VALIDASI**

Saya yang bertanda tangan dibawah ini:

Nama : Ahmad Thosim Hanafi, A. Md.  
NIP : -  
Instansi : SMA IP Al-Banjari Blora  
Alamat Instansi : Dk. Klapanan, Ds. Tunjungan, Kabupaten Blora.

menyatakan bahwa saya telah memberikan penilaian dan masukan pada “Modul Bahasa Inggris pada Materi Membaca Teks *Recount* Berbasis Islami” yang disusun oleh

Nama : Rizky Harmiyanti  
NIM : 1403046052  
Jurusan/Fakultas : Pendidikan Bahasa Inggris/FITK  
Universitas : UIN Walisongo Semarang

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Semarang, 16 September 2019

Assesor



**Ahmad Thosim Hanafi, A. Md.**

## Appendix 10

### Instrument Validation of Module Developed

Judul Penelitian : *Developing A Model of Islamic Recount Text Material for the Tenth Graders of SMA IP (Islam Plus) Al-Banjari Blora in the Academic Year of 2019/2020*

Penyusun : Rizky Harmiyanti

Instansi : Pendidikan Bahasa Inggris, FITK, UIN Walisongo Semarang

#### A. Pengantar

Sehubungan dengan adanya pelaksanaan pengembangan modul pembelajaran Bahasa Inggris berbasis Islam pada materi teks recount untuk kelas X SMA/MA, maka penulis bermaksud mengadakan validasi modul pembelajaran ini. Oleh karena itu, dimohon kesediaan Bapak/Ibu untuk mengisi angket validasi modul. Adapun tujuan dari pengisian angket adalah untuk mengetahui kesesuaian pemanfaatan modul dan sebagai pengukuran kelayakan modul untuk kegiatan pembelajaran Bahasa Inggris. Aspek penilaian modul ini diadaptasi dari komponen penilaian aspek kelayakan isi dan kelayakan penyajian dari Badan Standar Nasional Pendidikan (BNSP). Penulis menyampaikan terimakasih atas kesediaan Bapak/Ibu sebagai validator untuk modul ini.

#### B. Identitas Ahli

Nama : .....

NIP : .....

Instansi : .....

### C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon Bapak/Ibu terlebih dahulu membaca atau mempelajari modul yang dikembangkan.
2. Mohon Bapak/Ibu menjawab pertanyaan-pertanyaan dalam instrument ini dengan memberikan tanda check list (✓) pada setiap butir nilai.
3. Mohon Bapak/Ibu juga memberikan kritik dan saran pada lembar yang telah disediakan.
4. Kecermatan Bapak/Ibu dalam penilaian ini sangat penulis harapkan.

### D. Indikator Instrumen Validasi

Panduan Nilai:

KS = Kurang Sekali

K = Kurang

B = Baik

BS = Baik Sekali

I. ASPEK KELAYAKAN ISI					
Sub Komponen	Butir	Penilaian			
		KS	K	B	BS
		1	2	3	4
A. Kesesuaian Uraian Materi dengan	1. Kelengkapan Materi  (Memuat teks-teks lazim digunakan dalam komunikasi Bahasa Inggris sesuai dengan cakupan materi pada kelas X)				
	2. Kedalaman Materi				

<b>KI dan KD</b>	(Memuat teks yang relevan dengan kehidupan peserta didik sehari-hari, memuat unsur pembentukan jenis teks, dan mendorong peserta didik menghasilkan teks lisan dan/atau tulis.)				
<b>B. Keakuratan Materi</b>	3. Fungsi Sosial (Teks yang diberikan di dalam modul maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.)				
	4. Unsur dan Struktur Makna (Teks yang diberikan di dalam modul maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.)				
	5. Fitur Linguistik (Teks yang diberikan di dalam modul maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan diterima.)				
<b>C. Materi</b>	6. Kemutakhiran				



<b>Pendukung Pembelajaran</b>	(Bahan ajar diambil dari sumber-sumber yang relevan dan mutakhir dengan topic yang dibahas.)				
	7. Pengembangan kecakapan hidup (Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan personal, sosial, akademik maupun vokasional.)				
	8. Pengembangan wawasan kebhinekaan (Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan.)				
<b>II. ASPEK KELAYAKAN PENYAJIAN</b>					
<b>Sub Komponen</b>	<b>Butir</b>	<b>Penilaian</b>			
		<b>KS</b>	<b>K</b>	<b>B</b>	<b>BS</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>A. Teknik Penyajian</b>	9. Sistematika (Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambing dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas				

	Pendahuluan, Isi, dan Penutup)				
	10. Keseimbangan antar bab (materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab)				
<b>B. Penyajian Pembelajaran</b>	11. Keterpusatan pada peserta didik (Penyajian materi, pengalaman belajar, dan tugas mendorong terjadinya interaksi dalam Bahasa Inggris)				
	12. Keterpusatan pada <i>scientific approach</i> dan model pembelajaran <i>discovery learning</i> , dan <i>project-based learning</i>				
	13. Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik				
	14. Mengembangkan kemandirian belajar				
	15. Mengembangkan kemampuan peserta didik untuk refleksi/evaluasi diri				
<b>C. Kelengkapan Penyajian</b>	16. Bagian Pendahuluan (Memuat Prakata dan Daftar Isi)				
	17. Bagian Isi (Memuat Pendahuluan, Beban Belajar, Rujukan, Rangkuman dan refleksi)				
	18. Bagian Penyudah (Memuat Glosarium, Daftar Pustaka,				

	dan Indeks)				
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### **E. Catatan**

### **F. Kesimpulan**

Modul Pengembangan Materi Teks Recount berbasis Islami untuk kelas X SMA IP AL-Banjari Tahun Pelajaran 2019/2020

1. Layak digunakan di lapangan tanpa revisi jika rata-rata skor = 2,75%
2. Layak digunakan di lapangan dengan revisi jika rata-rata skor = 2,50 %
3. Tidak layak digunakan di lapangan jika rata-rata skor = 1 %

## Appendix 11

### Validation Result from Expert Validation

Sub-Component	No	V.1	V.2
<b>THE FEASIBILITY ASPECT OF THE CONTENT</b>			
A. Conformity with KI, KD	1. Completeness of the material	3	4
	2. The depth of matter	3	4
B. Material Accuracy	3. Social Function	3	4
	4. Element and structure of meaning	3	4
	5. Linguistic Feature	3	4
C. Learning support material	6. Update of the Material	2	4
	7. Development of life skills	3	4
	8. Development of diversity insight	2	3
<b>THE FEASIBILITY ASPECT OF THE PRESENTATION</b>			
A. Presentation Technique	9. Systematic	3	4
	10. Balance between chapters	3	4
B. Learning Presentation	11. Students center learning	3	4
	12. Based on scientific approach, discovery learning model and project based learning	3	4
	13. Developing students' initiative, creativity, and critical thinking.	3	3

	14. Developing independent learning	3	3
	15. Developing students' ability in reflecting/evaluating their selves.	3	3
C. Completeness of Presentation	16. Opening	2	4
	17. Content	3	3
	18. Closing	3	3
<b>TOTAL</b>		<b>51</b>	<b>66</b>
<b>AVERAGE</b>		<b>2,83</b>	<b>3,66</b>
<b>CRITERIA</b>		<b>Valid</b>	<b>Valid</b>
<b>PERCENTAGE</b>		<b>71%</b>	<b>92%</b>
<b>AVERAGE PERCENTAGE</b>		<b>81%</b>	

## Appendix 12

### The Advice from Expert Validation

Validator 1 (Dra. Nuna Mustikawati Dewi, M. Pd)

#### E. Catatan

- ✓ Table of Content = Chapter 1, ---- ?  
oto
- ✓ By the end of the lesson student will be  
able to (KKO) — (KIR)

Validator 2 (Ahmad Thosim Hanafi)

#### E. Catatan

Modul "Islamic Recount Text" yang disusun oleh saudara Rizky Harmiyanti telah memenuhi standar yang diperlukan, baik dari aspek kelengkapan isi maupun aspek kelengkapan penyajian, namun perlu adanya sedikit perbaikan pada istilah "a guideline hiddup mankind" menjadi "a mankind's life's guideline" (halaman 29, Key Answer A no.2) serta perlu ditambahkan kolom penilaian dan pedoman penilaiannya.

## Appendix 13

### Test of Instrument Result

No	Nama Responden	Kelas	No Item										Jumlah
			2	3	4	5	6	8	11	14	16	18	
1	Aqiela Hijal A	X IPA 1	0	0	0	0	0	0	1	0	0	0	
2	Amrina Rosyada		1	0	0	1	0	1	1	1	0	1	6
3	Deci Andini R		1	1	1	1	1	1	1	1	1	1	10
4	Liza Nur M		1	1	1	1	1	1	1	1	1	1	10
5	Sabrina Naqwa R		0	0	0	0	0	0	0	0	0	0	0
6	Salma Charis		1	1	1	1	1	1	1	1	1	0	9
7	Siti Nailly A R		1	0	1	1	1	0	1	1	0	0	6
8	Utami		0	1	1	1	1	0	1	1	0	0	6
9	Zulfia Azi M N		0	0	0	1	0	0	0	1	0	0	2
r tabel			0,666	0,666	0,666	0,666	0,666	0,666	0,666	0,666	0,666	0,666	
r hitung			0,832762	0,721727	0,721727	0,729917	0,721727	0,832762	0,729917	0,729917	0,760767	0,702247	
Keterangan			Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

No	nama Responden	Kelas	No Item										Total Score
			1	2	3	4	5	6	7	8	9	10	
3	Deci Andini R	X IPA	1	1	1	1	1	1	1	1	1	1	10
4	Liza Nur M		1	1	1	1	1	1	1	1	1	1	10
6	Salma Charis		1	1	1	1	1	1	1	1	1	0	9
7	Siti Nailly A R		1	0	1	1	1	0	1	1	0	0	6
8	Utami		0	1	1	1	1	0	1	1	0	0	6
2	Amrina		1	0	0	1	0	1	1	1	0	0	5
1	Aqiela Hijal A		0	0	0	0	0	0	1	0	0	1	2
9	Zulfia Azi MN		0	0	0	1	0	0	0	1	0	0	2
5	Sabrina Naqwa		0	0	0	0	0	0	0	0	0	0	0
Total			5	4	5	7	5	4	7	7	3	3	50
Reliability	k	10											
	k-1	9											
	IF	0,556	0,444	0,556	0,778	0,556	0,444	0,778	0,778	0,333	0,333		
	1-IF	0,444	0,556	0,444	0,222	0,444	0,556	0,222	0,222	0,667	0,667		
	IF(1-IF)	0,247	0,247	0,247	0,173	0,247	0,247	0,173	0,173	0,222	0,222		
	$\Sigma IV$	2,198											
	St2 (Varians Skor)	13,528											
	KR-20	0,931											
	Result	Reliabel											
Difficulty	Right Answer	5	4	5	7	5	4	7	7	3	3		
	Responden	9	9	9	9	9	9	9	9	9	9		
	P	0,556	0,444	0,556	0,778	0,556	0,444	0,778	0,778	0,333	0,333		
	Criteria	Best	Good	Best	Best	Best	Good	Best	Best	Good	Good		
Discriminability Power	Ru	3	3	3	3	3	3	3	3	3	2		
	R1	0	0	0	1	0	0	1	1	0	1		
	Nu/Ni	3	3	3	3	3	3	3	3	3	3		
	D	1	1	1	0,667	1	1	0,667	0,667	1	0,333		
	Criteria	Accepte	Accepte	Accepte	Accepte	Accepte	Accepte	Accepte	Accepte	Accepte	Accepte		

# Appendix 14

## Instrument for Pre-Test and Post-Test

### 1. PRE TEST QUESTIONS

4. How many soldiers do Muslims have on the war?
- 624
  - 687
  - 1000
  - 103
  - 70
5. "Seventy of them were killed and the same number was taken prisoners" (line 18)
- The army
  - Muslims
  - Quraysh
  - Madinites
  - People in Mecca
6. The lexico grammatical features are mostly written in...
- Passive voice
  - Direct speech
  - Simple present tense
  - Simple past tense
  - Present perfect
- Fatuh Mecca was the greatest victory of Prophet Muhammad and his followers against infidel Qunisy. It .... (7) in 8 Hiraiah in Mecca. Fatuh Mecca occurred because of the infidel Qunisy betrayed the treaty of Hudabiyah.
- In the year 6 of Hiraiah, Prophet Muhammad and his followers were on their way to Mecca on pilgrimage. Arriving at a place called Hudabiyah, the journey was ... (8) by the Qunisy and they were not allowed to enter Mecca. He then sent one of his follower to negotiate with the Qunisy and made an agreement which was called treaty of Hudabiyah.
- In the second year of the agreement, the Qunisy broke the treaty by attacking the Khuzah tribe ruthlessly which was the ally of Muslims. Prophet Muhammad then prepared 10,000 troops consisted of Muhajirin and Anshar to attack Mecca. These troops ... (9) led by Muhammad himself.
7. A happen  
B happens  
C happened  
D have happened  
E happening
8. A. stopped  
B. welcomed  
C. permitted  
D. assisted  
E. helped
- Please read the following text carefully and answer these questions by crossing a, b, c, d, or e!
- The Battle of Badr**
- In propagating Islam, Prophet Muhammad (peace be upon him) had to fight in a series of battles with the Quraysh, especially after emigrating to Madinah. The enmity between the two groups became worse after the incident at Nakhlah. The prophet sent out a small group of Muslims to watch the movements of the enemy. The group fought the caravan of the Quraysh at Nakhlah. In the fight, the leader of the Quraysh, Amr bin huzaimi was killed. At this, the Quraysh under the leadership of Abu Jahl sent many soldiers to attack Muslims toward Madinah. After knowing the danger, the Prophet brought his army to a few miles from Madinah, (Badr).
- Early in the morning of 13<sup>th</sup> March, 624, the Prophet arranged his army in line. Then, he gave some instructions: "Do not move to start the fighting until I order. Do not waste your arrows if the enemy is not beyond reach. Throw stones and spears when the enemy approaches, use the swords only if you are in the fighting line." The Muslims and enemy approached, and the Prophet and his followers prayed to Allah for their success. Before the battle was over, the Prophet and his followers killed 700 of the enemy. The Muslims had only 313 men to fight as many as 1000 well-equipped enemy soldiers. This battle caused a great loss to the enemy. Seventy of them were killed and the same number was taken prisoners. The bitterest enemy of the Prophet, Abu Jahl was killed. The Muslim army lost only fourteen: eight were Anshars and six were Muhajirin.
1. What is the purpose of the text?
- To acknowledge readers about informative events
  - To describe about the Battle of Badr
  - To report an event
  - To tell past events for the purpose of informing or entertaining
  - To present perspective points about an issue
2. What is the main idea of Paragraph two?
- Muslim army was arranged in line
  - Advice from Prophet Muhammad before starting the battle.
  - A prohibition to move to start the fighting
  - Instruction to throw stones and spears when the enemy approaches
  - Instruction to use the swords only for hand to hand fighting
3. Where did the battle happen?
- Mecca
  - Madinah
  - Nakhlah
  - Badr
  - A few miles from Madinah



## 2. POST TEST QUESTIONS

### POST TEST QUESTIONS

Please read the following text carefully and answer these questions by crossing a, b, c, d, or e!

- Prophet Muhammad**
- The last prophet of Allah, Muhammad was born in Mecca on Monday, the 12<sup>th</sup> Rabiul Awwal 570 A. D. His father, Abdullah died before his birth. It was a custom among the Arabs that mothers did not nurse their children. So, Muhammad was entrusted to Halima. For five years, he had to grow up with Halima among the Banu Sa'd.
- In the sixth year of his life, Muhammad was returned to Annabi. At that time, the noble lady intended to show her son his father's estate and asked him to go with her. His mother passed away in al-Yaws. So, the charge of the child fell to Abdul Manaf.
- Two years later, however, his grandfather also passed away. Thus, his uncle, Abu Thalh brought him to his house. Abu Thalh loved him so much. He made him sleep by his bed, eat by his side and bring him along wherever he went out. When Prophet Muhammad was twenty years old, he was married to Khadijah. They had seven children, but the son At the age of forty, Prophet Muhammad received prophethood and the first revelation of the Qur'an. The Arabic people were idol worshippers at that time. Muhammad invited them to return to Islam. At first, they ignored and laughed to him but later on, the number of Muhammad's followers grew. The Jews and Christians of the desert of Arabia caused hostility among Quraysh so that Muslims were involved in a series of battles.
- (Excerpted and simplified from: A Study of Islamic History by Prof. K. Ali)

- What is the purpose of the text?
  - To acknowledge readers about informative events
  - To describe about the Battle of Badr
  - To report an event.
  - To retail past events for the purpose of informing or entertaining
  - To present perspective points about an issue
- What is the main idea of Paragraph two?
  - Muhammad was returned to Annabi
  - Muhammad and his mother went to Makkah
  - Muhammad and his mother went to Madinah
  - The orphan, Muhammad lived with Abdul Manaf after the death of his mother
  - Abdul Manaf neglected the orphan, Muhammad
- When did Prophet Muhammad become an orphan?
  - At the age of 5
  - At the age of 6
  - At the age of 7
  - At the age of 8
  - At the age of 40
- When did Abdul Manaf pass away?
  - Two years later
  - When Prophet Muhammad was six years old
  - When Prophet Muhammad was eight years old
  - When Prophet Muhammad was ten years old
  - When he was forty

- Two years later
  - When Prophet Muhammad was six years old
  - When Prophet Muhammad was eight years old
  - When Prophet Muhammad was ten years old
  - When he was forty
5. "The noble lady intended to show her son his father's relative in Madinah" (line 7)
- Abdullah
  - Halima
  - Annabi
  - Muhammad
  - Abu Thalh
6. The lexical grammatical features are mostly written in...
- Passive voice
  - Direct speech
  - Simple present tense
  - Simple past tense
  - Present perfect
7. Rearrange the following sentences into the correct and meaningful paragraph.
- Prophet Muhammad passed away in 632 on Monday, the 12<sup>th</sup> Rabiul Awwal 570 A. D.
  - Prophet Muhammad married Khadijah at the age of forty and the first revelation of the Qur'an was received by Prophet Muhammad.
  - His mother, Annabi was died when he was six years old
  - In the eighth year of his life, his grandfather passed away and Abu Thalh took care of Muhammad.

The correct order is ...

- 2 - 1 - 4 - 3
- 2 - 4 - 1 - 3
- 2 - 4 - 5 - 1 - 3
- 2 - 4 - 5 - 3 - 1
- 1 - 3 - 2 - 4 - 5

My last Lebanon day was fabulous. I did a lot of enjoyable activities on the day. First, I got up at five o'clock and did praying. Then, I ate no end of delicious food. There ... (8) opor, kecupit, and many more. I was almost full at that time. Mom... (9) really well as there was no food left. After that, my family and I went to the mosque to do Idul Fitri pray. There, I... (10) some old friends that rarely can be seen. They only came back to their village when Lebaran day came along. Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. I really missed grandma though I hadn't ever seen her face directly. After going back to

## Appendix 15

### Lesson Planning of Experimental Class

Institution	: SMA IP (Islam Plus) Al-Banjari Blora
Subject/Skill	: English/Reading
Academic Year	: 2019/2020
Class/Semester	: X/I
Material	: Recount Text (My Role Model)
Time Allocation	: 2 x 2JP (@45 minutes)

#### A. Core Competences (KI)

##### KI-3 (Knowledge)

Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture and humanities with humanity, nationality, state, and civilization insights regarding the cause of phenomena and events, and apply procedural knowledge to the field of specific study according to their talents and interests in solving problems.

##### KI-4 (Skill)

Exploring, associating, and communicating in concrete and abstract realm related to the development of what they learn in school independently, and are able to use methods according to scientific rules.

#### B. Basic Competences (KD) and Indicators

Basic Competences		IPK	
3.7	Distinguish social functions, text structures, and language features of oral and written recount texts by giving and asking for information related to the	3.7.1	Identify the similarity and the difference of social function, text structure,
		3.7.2	and language features of recount text briefly.

historical event in accordance with the context of the use.	3.7.3 Explain the language features of recount text in asking and giving information related to the historical event correctly. Explain the text structure of recount text in asking and giving information related to the historical event correctly.
4.7 Recount Text – Historical events 4.7.1 Understanding meaning contextually related to the social functions, text structure, and language features of oral and written recount text, related to the historical event. 4.7.2 Composing short oral and written recount texts, related to the historical event, taking into account social functions, text structures, and linguistic feature correctly and based on the context.	4.7.1 Compose a recount text about the historical event. 4.7.2 Organize the work on the wall and present to others.

## C. Learning Aims

### Meeting 1

By the end of the class:

1. Students are able to identify the social function, the text structure, and the language features briefly after reading recount text.
2. After reading the recount text, students are able to explain the language features of recount text in asking and giving information related to the historical event correctly.
3. Students are able to explain the text structure correctly after reading recount text.

## Meeting 2

By the end of the class:

1. Students are able to compose a recount text about the historical event by their own word.
2. Students are able to organize the work on the wall and present to others briefly.

## D. Learning Materials

### 1. Material for Regular Learning

#### a. Definition and Social Function of Recount Text

Recount text is a kind of text that describe about something happened in our life orderly.

The social function of recount text is to retell sequence events in the past for the purpose of informing and entertaining.

#### b. Language Features

The language features usually found in a recount are:

- 1) Proper nouns, the use of proper nouns is to identify those involved in the text
- 2) Descriptive words, giving details about who, what, when, where and how
- 3) Past tense, the use of past tense is to retell the sequence events
- 4) Words showing the orders of events (for example: *first*, *next*, *then*)

#### c. The generic structure of recount text is:

- 1) Orientation, a beginning paragraph that describes background information about who, what, where and when
- 2) Sequence of events, a series of paragraph that retell the events in the order in which they happened

- 3) A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary)
- d. Recount Text of Prophet Muhammad in Rizky Module Chapter 1

## **2. Material for Remedial Learning**

- a. Definition and Social Function of Recount Text
- b. The Language Features of Recount Text
- c. The Structure of Recount Text

## **3. Material for Enrichment Learning**

### **Kinds of Recount Text**

Mark and Kathy argued that actually recount can be divided into three categories, they are personal recount, factual recount, and imaginative recount.

#### **1) Personal Recount**

Personal recount usually retells an event that the writer was personally get involved in.

#### **2) Factual Recount**

Factual recount records an incident, e.g. *police report, science experiment*.

#### **3) Imaginative Recount**

Imaginative recount is a writing of an imaginary role and present details of events, e.g. *a day in the life of a pirate; how I invented...*

## **E. Learning Method**

Approach : Scientific Approach  
 Model : Discovery Learning  
 Method : Discussion, Cooperative Learning

## **F. Learning Media**

1. Tools : Whiteboard, Board marker, Laptop, Projector, PPT
2. Media : Text and Pictures

### G. Learning Source

1. Module of Islamic Recount Reading Text Material by Rizky Harmiyanti
2. English Dictionary

### H. Learning Activities

Meeting 1 (2x45 Minutes)	
Preliminary (10 Minutes)	
<b>Orientation</b> <ul style="list-style-type: none"> <li>• Teacher greets student and start the learning by praying*<sup>PPK</sup> together.</li> <li>• Check the students attendance list as a discipline attitude *<sup>PPK</sup>.</li> <li>• Prepare students' physically and psychologically to start the learning activities.</li> </ul> <b>Motivation</b> <ul style="list-style-type: none"> <li>• The teacher conveys the competencies to be achieved and their benefits in daily life.</li> <li>• The teacher explains the material scope, stages of learning, and learning assessment in getting the achievement.</li> </ul> <b>Apperception</b> <ul style="list-style-type: none"> <li>• Recall material/topic/learning activities will be done with the previous material/topic/learning activities.</li> <li>• Asking questions related to the recount text will be discussed.</li> </ul>	
Main Activity (70 Minutes)	
Stages of Discovery Learning Model	Learning Activities
Stimulation	<ul style="list-style-type: none"> <li>• Students observe a picture in the warmer and discuss it together</li> <li>• Students match the words with their meaning which relate to the topic will be discussed.</li> <li>• Students read the text of "The Prophet Muhammad" carefully*<sup>Literacy</sup>.</li> </ul>

Problem Statement	<ul style="list-style-type: none"> <li>Students pay attention to the social function, text structure, and linguistic features of the recount text.</li> <li>Students identify the content of the recount text</li> <li>Students are allowed to ask question as much as possible related to the material.</li> </ul>
Data Collecting	<ul style="list-style-type: none"> <li>Student discusses<sup>*Collaboration</sup> the social function, text structure, and linguistic features of the recount text.</li> </ul>
Data Processing	<ul style="list-style-type: none"> <li>With the guidance of the teacher, students conclude the social function, text structure, and linguistic features of the recount text.</li> </ul>
Verification	<ul style="list-style-type: none"> <li>Teacher asks students to answer the comprehension question in the module individually. <sup>*HOTS</sup> <ol style="list-style-type: none"> <li>Why do you think Prophet Muhammad is an ideal role model in this world? C4</li> <li>What can we learn from the biography of Prophet Muhammad? C5</li> <li>If you lived close to Prophet Muhammad, what would you have done to support his efforts in fighting against Quraysh tribe? C6</li> <li>Have you read other text that tells about similar events? What are they? C6</li> </ol> </li> <li>Students answer the comprehension question orally and communicatively.</li> <li>Students work in pairs to complete the text structure on page 7.</li> <li>Teacher and students discuss the answer<sup>*Critical thinking &amp; problem solving</sup></li> <li>Teacher ask students to find the difference between past verb in the left and right columns.</li> <li>Every student makes simple sentences by using the irregular verbs provided in the module by their own word<sup>*Creativity</sup>.</li> </ul>
Generalization	<ul style="list-style-type: none"> <li>Students present<sup>*Communication</sup> their work in front of the class.</li> <li>Other students correct the answer with the guidance</li> </ul>

	of the teacher.
<b>Closing (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>• With the guidance of the teacher, students make a resume<sup>*Creativity</sup> about the important points in the material of recount text.</li> <li>• Students are motivated to do reflection toward the learning process.</li> <li>• Students are given a task to read the other recount text to make deepen the knowledge, the text can be accessed from newspapers, books, and internet.<sup>*PPK</sup></li> <li>• Teacher closes the meeting by greeting and praying.</li> </ul>	

<b>Meeting 2 (2x45 Minutes)</b>	
<b>Preliminary (10 Minutes)</b>	
<b>Orientation</b> <ul style="list-style-type: none"> <li>• Teacher greets student and start the learning by praying<sup>*PPK</sup> together.</li> <li>• Check the students attendance list as a discipline attitude<sup>*PPK</sup>.</li> <li>• Prepare students' physically and psychologically to start the learning activities.</li> </ul> <b>Motivation</b> <ul style="list-style-type: none"> <li>• The teacher conveys the competencies to be achieved and their benefits in daily life.</li> <li>• The teacher explains the material scope, stages of learning, and learning assessment in getting the achievement.</li> </ul> <b>Apperception</b> <ul style="list-style-type: none"> <li>• Recall material/topic/learning activities will be done with the previous material/topic/learning activities.</li> <li>• Asking questions related to the recount text will be discussed.</li> </ul>	
<b>Main Activity (70 Minutes)</b>	
<b>Stages of Discovery Learning Model</b>	<b>Learning Activities</b>
Stimulation	<ul style="list-style-type: none"> <li>• Students make group based on teacher's command that consist of 4 up to 5 students.</li> <li>• Students are given topics (<i>personal recount/factual recount/imaginative recount</i>) related to the Islamic recount text.</li> <li>• Each group may choose one topic to be discussed.</li> </ul>



Problem Statement	<ul style="list-style-type: none"> <li>Students are allowed to ask question as much as possible related to the topic they have.</li> <li>Teacher gives the confirmation to the questions.</li> </ul>
Data Collecting	<ul style="list-style-type: none"> <li>Students discuss<sup>*Collaboration</sup> the tittle of the topic they have in group.</li> </ul>
Data Processing	<ul style="list-style-type: none"> <li>Students compose recount text based on the topic they have in group.</li> </ul>
Verification	<ul style="list-style-type: none"> <li>Each group present<sup>*Communication</sup> their work by sticking it on the wall. The representative of the group stay in the area while the other participants identify the works of other groups. (Gallery of learning)</li> </ul>
Generalization	<ul style="list-style-type: none"> <li>Students summarize the works by mentioning the good and the lack on each group.</li> <li>Other students correct the answer with the guidance of the teacher.</li> <li>Teacher gives the confirmation to the student's work</li> </ul>
<b>Closing (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>With the guidance of the teacher, students make a resume<sup>*Creativity</sup> about the important points in the material of recount text.</li> <li>Students are motivated to do reflection toward the learning process.</li> <li>Students are given a task to read the other recount text to make deepen the knowledge, the text can be accessed from newspapers, books, and internet.<sup>*PPK</sup></li> <li>Teacher closes the meeting by greeting and praying.</li> </ul>	

## I. Learning Assessment

### 1. Attitude

Instrument: Observasi Sikap Jujur

Scoring Rubric:

### Observasi Sikap Jujur

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam kejujuran.

Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

- 4 = selalu, apabila selalu melakukan sesuai pernyataan
- 3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- 2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- 1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik : .....  
 Kelas : .....  
 Tanggal Pengamatan : .....  
 Materi Pokok : .....

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas				
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				
3	Mengungkapkan perasaan terhadap sesuatu apa adanya				
4	Melaporkan data atau informasi apa adanya				
5	Mengakui kesalahan atau kekurangan yang dimiliki				
Jumlah Skor					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4 = \text{skor akhir}$$

Contoh:

Skor diperoleh 14, skor maksimal 4 x 5 pernyataan = 20, maka skor akhir:

$$\frac{14}{20} \times 4 = 2,8$$

### Konversi Nilai

Konversi Nilai Akhir		Predikat (Pengetahuan & Keterampilan)	Klasifikasi Sikap dan Ekstrakurikuler
Skala 0-100	Skala 1-4		
86-100	4	A	SB
81-85	3.66	A-	
76-80	3.33	B+	B
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C
56-60	2.00	C	
51-55	1,66	C-	
46-50	1,33	D+	K
0-45	1	D	

## 2. Knowledge

Instrument: Comprehension Question

- When and where was Prophet Muhammad born?
- Who is Halima?
- Was Prophet Muhammad born from a widowed mother? What is her name?
- When did Prophet Muhammad become an orphan?
- How did Prophet Muhammad meet Khadijah?
- Why did Quraysh hate Prophet Muhammad?
- If you lived close to Prophet Muhammad, what would you have done to support his efforts in fighting against Quraysh tribe?

- h. What does Hijrah mean?
- i. Why did Prophet Muhammad do Hijrah to Madinah?
- j. What would happen if the Muslim did not do Hijrah to Madinah?
- k. What can we learn from the biography of Prophet Muhammad?
- l. Why do you think Prophet Muhammad is an ideal role model in this world?
- m. Have you read other text that tells about similar events? What are they?

Scoring Rubric:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 100 = \text{skor akhir}$$

### 3. Skill

Instrument: Written Test

***Please make a group consist of 4 up to 5 students and compose recount text based on the topic you've gotten!***

Scoring Rubric:

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan tearah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah di tetapkan
Organisasi/st ruktur teks dan isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan	Hnya memenuhi 3 dari 4 ketentuan yang	Hanya memenuhi 2 dari 4 ketentuan yang	Hanya memenuhi 1 atau bahkan tidak memenuhi

	sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami	ditetapkan	ditetapkan	semua kriteria yang ditetapkan
Tata bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

#### Penilaian

No	Nama Siswa	Perolehan Skor				Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	
1	Abdul	4	3	3	2	12
2	Ghofur	4	3	3	4	14
3	Bahari	3	4	4	3	14
...	...	...	...	...	...	...

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 100 = \text{skor akhir}$$

$$\text{Abdul} : \frac{12}{16} \times 100 = 75$$

4. Activities for Remedial Learning  
Read the text of Prophet Muhammad carefully,
  - a. Underline the past verb in the text
  - b. Mention the generic structure
  - c. Highlight the language features
5. Activities for Enrichment Learning  
Read the other topic of recount text and summarize the events of the text chronologically!

Semarang, September 2019

Approved by:  
English Teacher

Researcher

**Ahmad Thosim Hanafi, A. Md.**

**Rizky Harmiyanti**  
NIM. 1403046052

## Appendix 16

### Lesson Planning of Control Class

Institution	: SMA IP (Islam Plus) Al-Banjari Blora
Subject/Skill	: English/Reading
Academic Year	: 2019/2020
Class/Semester	: X/I
Material	: Recount Text (B.J. Habibie)
Time Allocation	: 2 x 2JP (@45 minutes)

#### A. Core Competences (KI)

##### KI-3 (Knowledge)

Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture and humanities with humanity, nationality, state, and civilization insights regarding the cause of phenomena and events, and apply procedural knowledge to the field of specific study according to their talents and interests in solving problems.

##### KI-4 (Skill)

Exploring, associating, and communicating in concrete and abstract realm related to the development of what they learn in school independently, and are able to use methods according to scientific rules.

#### B. Basic Competences (KD) and Indicators

Basic Competences		IPK	
3.7	Distinguish social functions, text structures, and language features of oral and written recount texts by giving and asking for information related to the	3.7.1	Identify the similarity and the difference of social function, text structure, and language features of
		3.7.2	recount text briefly. Explain the language features of

historical event in accordance with the context of the use.	3.7.3	recount text in asking and giving information related to the historical event correctly. Explain the text structure of recount text in asking and giving information related to the historical event correctly.
4.7 Recount Text – Historical events 4.7.1 Understanding meaning contextually related to the social functions, text structure, and language features of oral and written recount text, related to the historical event. 4.7.2 Composing short oral and written recount texts, related to the historical event, taking into account social functions, text structures, and linguistic feature correctly and based on the context.	4.7.1 4.7.2	Compose a recount text about the historical event. Organize the work on the wall and present to others.

### **C. Learning Aims**

#### **Meeting 1**

By the end of the class:

1. Students are able to identify the social function, the text structure, and the language features briefly after reading recount text.
2. After reading the recount text, students are able to explain the language features of recount text in asking and giving information related to the historical event correctly.
3. Students are able to explain the text structure correctly after reading recount text.

#### **Meeting 2**

By the end of the class:



1. Students are able to compose a recount text about the historical event by their own word.
2. Students are able to organize the work on the wall and present to others briefly.

#### **D. Learning Materials**

##### **1. Material for Regular Learning**

###### **a. Definition and Social Function of Recount Text**

Recount text is a kind of text that describe about something happened in our life orderly.

The social function of recount text is to retell sequence events in the past for the purpose of informing and entertaining.

###### **b. Language Features**

The language features usually found in a recount are:

- 1) Proper nouns, the use of proper nouns is to identify those involved in the text
- 2) Descriptive words, giving details about who, what, when, where and how
- 3) Past tense, the use of past tense is to retell the sequence events
- 4) Words showing the orders of events (for example: *first*, *next*, *then*)

###### **c. The generic structure of recount text is:**

- 1) Orientation, a beginning paragraph that describes background information about who, what, where and when
- 2) Sequence of events, a series of paragraph that retell the events in the order in which they happened

- 3) A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary)

## **2. Material for Remedial Learning**

- a. Definition and Social Function of Recount Text
- b. The Language Features of Recount Text
- c. The Structure of Recount Text

## **3. Material for Enrichment Learning**

### **Kinds of Recount Text**

Mark and Kathy argued that actually recount can be divided into three categories, they are personal recount, factual recount, and imaginative recount.

#### **1) Personal Recount**

Personal recount usually retells an event that the writer was personally get involved in.

#### **2) Factual Recount**

Factual recount records an incident, e.g. *police report, science experiment*.

#### **3) Imaginative Recount**

Imaginative recount is a writing of an imaginary role and present details of events, e.g. *a day in the life of a pirate; how I invented...*

## **E. Learning Method**

Approach : Scientific Approach

Model : Discovery Learning

Method : Discussion, Cooperative Learning

## **F. Learning Media**

3. Tools : Whiteboard, Board marker, Laptop, Projector, PPT

4. Media : Text and Pictures

## G. Learning Source

3. Teacher's English Textbook and Student's Textbook Curriculum 2013 by Kemdikbud
4. English Dictionary

## H. Learning Activities

Meeting 1 (2x45 Minutes)	
Preliminary (10 Minutes)	
<b>Orientation</b> <ul style="list-style-type: none"><li>• Teacher greets student and start the learning by praying*<sup>PPK</sup> together.</li><li>• Check the students attendance list as a discipline attitude*<sup>PPK</sup>.</li><li>• Prepare students' physically and psychologically to start the learning activities.</li></ul> <b>Motivation</b> <ul style="list-style-type: none"><li>• The teacher conveys the competencies to be achieved and their benefits in daily life.</li><li>• The teacher explains the material scope, stages of learning, and learning assessment in getting the achievement.</li></ul> <b>Apperception</b> <ul style="list-style-type: none"><li>• Recall material/topic/learning activities will be done with the previous material/topic/learning activities.</li><li>• Asking questions related to the recount text will be discussed.</li></ul>	
Main Activity (70 Minutes)	
Stages of Discovery Learning Model	Learning Activities
Stimulation	<ul style="list-style-type: none"><li>• Students observe pictures of Indonesian hero as a warmer and discuss it together Leading Question*<sup>HOTS</sup>:<ul style="list-style-type: none"><li>– Who is in the picture?</li><li>– What is she/he?</li><li>– What are they famous for?</li></ul></li><li>• Students match the English words with the Indonesian equivalents.</li></ul>

	<ul style="list-style-type: none"> <li>Students read the text of “B.J. Habibie” carefully<sup>*Literacy</sup>.</li> </ul>
Problem Statement	<ul style="list-style-type: none"> <li>Students pay attention to the social function, generic structure, and linguistic features of the recount text.</li> <li>Students identify the content of the recount text</li> <li>Students are allowed to ask question as much as possible related to the material.</li> </ul>
Data Collecting	<ul style="list-style-type: none"> <li>Student discusses<sup>*Collaboration</sup> the social function, text structure, and linguistic features of the recount text.</li> </ul>
Data Processing	<ul style="list-style-type: none"> <li>With the guidance of the teacher, students conclude the social function, text structure, and linguistic features of the recount text.</li> </ul>
Verification	<ul style="list-style-type: none"> <li>Students work individually to complete the Task 1 on page 136.</li> <li>Teacher and students discuss the answer<sup>*Critical thinking &amp; problem solving</sup></li> <li>Teacher asks students to answer the Task 2 (comprehension question) in pair.<sup>*HOTS</sup> <ol style="list-style-type: none"> <li>When did Habibie’s father die?</li> <li>Why did Habibie move to Germany?</li> <li>When did Habibie receive a degree in engineering in Germany?</li> <li>Why did Habibie remain in Germany after getting a degree?</li> <li>What happened to Habibie in 1962?</li> <li>Had Habibie met Ainun before meeting her in 1962?</li> <li>Where did the new couple settle in after getting married in May 1962?</li> <li>What was Habibie’s role in Talbot?</li> <li>What theory was developed by Habibie?</li> <li>What was Habibie’s first position when he returned to Indonesia?</li> </ol> </li> </ul>

	<p>15. When was Habibie appointed CEO of IPTN?</p> <p>16. What had happened before Habibie was sworn in as a president?</p>
Generalization	<ul style="list-style-type: none"> <li>Students answer the comprehension question</li> <li>Students present <sup>*Communication</sup> their answer in front of the class.</li> <li>Other students correct the answer with the guidance of the teacher.</li> </ul>
<b>Closing (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>With the guidance of the teacher, students make a resume <sup>*Creativity</sup> about the important points in the material of recount text.</li> <li>Students are motivated to do reflection toward the learning process.</li> <li>Students are given a task to read the other recount text to make deepen the knowledge, the text can be accessed from newspapers, books, and internet. <sup>*PPK</sup></li> <li>Teacher closes the meeting by greeting and praying.</li> </ul>	

<b>Meeting 2 (2x45 Minutes)</b>	
<b>Preliminary (10 Minutes)</b>	
<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>Teacher greets student and start the learning by praying <sup>*PPK</sup> together.</li> <li>Check the students attendance list as a discipline attitude <sup>*PPK</sup>.</li> <li>Prepare students' physically and psychologically to start the learning activities.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>The teacher conveys the competencies to be achieved and their benefits in daily life.</li> <li>The teacher explains the material scope, stages of learning, and learning assessment in getting the achievement.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>Recall material/topic/learning activities will be done with the previous material/topic/learning activities.</li> </ul>	

<ul style="list-style-type: none"> <li>Asking questions related to the recount text will be discussed.</li> </ul>	
<b>Main Activity (70 Minutes)</b>	
<b>Stages of Discovery Learning Model</b>	<b>Learning Activities</b>
Stimulation	<ul style="list-style-type: none"> <li>Students make group based on teacher's command that consist of 4 up to 5 students.</li> <li>Students are given topics (<i>personal recount /factual recount/imaginative recount</i>) related to the recount text.</li> <li>Each group may choose one topic to be discussed.</li> </ul>
Problem Statement	<ul style="list-style-type: none"> <li>Students are allowed to ask question as much as possible related to the topic they have.</li> <li>Teacher gives the confirmation to the questions.</li> </ul>
Data Collecting	<ul style="list-style-type: none"> <li>Students discuss<sup>*Collaboration</sup> the title of the topic they have in group.</li> </ul>
Data Processing	<ul style="list-style-type: none"> <li>Students compose recount text based on the topic they have in group.</li> </ul>
Verification	<ul style="list-style-type: none"> <li>Each group present<sup>*Communication</sup> their work by sticking it on the wall. The representative of the group stay in the area while the other participants identify the works of other groups. (Gallery of learning)</li> </ul>
Generalization	<ul style="list-style-type: none"> <li>Students summarize the works by mentioning the good and the lack on each group.</li> <li>Other students correct the answer with the guidance of the teacher.</li> <li>Teacher gives the confirmation to the student's work</li> </ul>
<b>Closing (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>With the guidance of the teacher, students make a resume<sup>*Creativity</sup> about the important points in the material of recount text.</li> <li>Students are motivated to do reflection toward the learning process.</li> <li>Students are given a task to read the other recount text to make</li> </ul>	

deepen the knowledge, the text can be accessed from newspapers, books, and internet. \*PPK

- Teacher closes the meeting by greeting and praying.

## I. Learning Assessment

### 6. Attitude

Instrument: Observasi Sikap Jujur

Scoring Rubric:

### Observasi Sikap Jujur

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam kejujuran.

Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta

didik, dengan kriteria sebagai berikut :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik : .....

Kelas : .....

Tanggal Pengamatan : .....

Materi Pokok : .....

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas				
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				

3	Mengungkapkan perasaan terhadap sesuatu apa adanya				
4	Melaporkan data atau informasi apa adanya				
5	Mengakui kesalahan atau kekurangan yang dimiliki				
Jumlah Skor					

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4 = \text{skor akhir}$$

Contoh:

Skor diperoleh 14, skor maksimal 4 x 5 pernyataan = 20, maka skor akhir:

$$\frac{14}{20} \times 4 = 2,8$$

### Konversi Nilai

Konversi Nilai Akhir		Predikat (Pengetahuan & Keterampilan)	Klasifikasi Sikap dan Ekstrakurikuler
Skala 0-100	Skala 1-4		
86-100	4	A	SB
81-85	3.66	A-	
76-80	3.33	B+	B
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C
56-60	2.00	C	
51-55	1,66	C-	
46-50	1,33	D+	K
0-45	1	D	



## 7. Knowledge

Instrument: Comprehension Question

1. When did Habibie's father die?
2. Why did Habibie move to Germany?
3. When did Habibie receive a degree in engineering in Germany?
4. Why did Habibie remain in Germany after getting a degree?
5. What happened to Habibie in 1962?
6. Had Habibie met Ainun before meeting her in 1962?
7. Where did the new couple settle in after getting married in May 1962?
8. What was Habibie's role in Talbot?
9. What theory was developed by Habibie?
10. What was Habibie's first position when he returned to Indonesia?
11. When was Habibie appointed CEO of IPTN?
12. What had happened before Habibie was sworn in as a president?

Scoring Rubric:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 100 = \text{skor akhir}$$

## 8. Skill

Instrument: Written Test

***Please make a group consist of 4 up to 5 students and compose recount text based on the topic you've gotten!***

Scoring Rubric:

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan tearah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan

				yang telah di tetapkan
Organisasi/struktur teks dan isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan
Tata bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

#### Penilaian

No	Nama Siswa	Perolehan Skor				Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	

1	Abdul	4	3	3	2	12
2	Ghofur	4	3	3	4	14
3	Bahari	3	4	4	3	14
...	...	...	...	...	...	...

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 100 = \text{skor akhir}$$

$$\text{Abdul} : \frac{12}{16} \times 100 = 75$$

9. Activities for Remedial Learning

Read the text of B.J. Habibie carefully,

d. Underline the past verb in the text

e. Mention the generic structure

f. Highlight the language features

10. Activities for Enrichment Learning

Read the other topic of recount text and summarize the events of the text chronologically!

Semarang, September 2019

Approved by:  
English Teacher

Researcher

**Ahmad Thosim Hanafi, A. Md.**

**Rizky Harmiyanti**  
NIM. 1403046052

## Appendix 17

### Teacher Response after Implementing Module

**LEMBAR EVALUASI GURU**  
Terhadap Modul Pembelajaran Bahasa Inggris  
Materi MembacaTeks Recount Berbasis Islami

Nama : Ahmad Thosim Hanafi  
NIP : -  
Instansi : SMA IP (Islam Plus) Al Banjari kec Tunjungan Kab. Blora

1. Bagaimana tanggapan Bapak guru mengenai modul Bahasa Inggris yang telah dikembangkan? pada dasarnya, modul yang telah dikembangkan oleh saudara Rizki Harmiyanti sudah bagus karena telah memenuhi sebagian besar aspek-aspek yang diperlukan untuk sebuah modul, baik dari segi isi, maupun pengajiannya.

2. Menurut pendapat Bapak guru, apa saja kelebihan dan kekurangan modul Teks Recount berbasis Islam dilihat dari beberapa aspek berikut?

a. Aspek Kelayakan Isi

1) Kelebihan:

- memuat materi yang sesuai dengan boarding school karena bertema islami
- materi yang disajikan disertai ilustrasi yang menarik dan komunikatif
- materi sudah sesuai dengan silabus dan indikator yg dikembangkan

2) Kekurangan:

- isi materi mengarah pada agama tertentu, sehingga kurang cocok diterapkan di sekolah umum

b. Aspek Kelayakan Penyajian

1) Kelebihan:

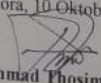
- menyajikan kosakata dan struktur yg berkaitan dengan materi
- menyajikan latihan yang diurutkan dari mudah ke sukt.

2) Kekurangan:

- ada sedikit kesalahan ejaan penulisan, seperti kata "guideline" ditulis "hidup" (hal. 29) yang seharusnya ditulis "life guideline".

3. Apa harapan, kritik serta saran Bapak mengenai modul yang telah dikembangkan ini?  
Harapan kami semoga modul ini bisa dijadikan sebuah inovasi baru dalam pembelajaran text recount, karena selama ini text recount tidak pernah mengulas tentang keislaman, jadi modul ini bisa dijadikan referensi dalam penyusunan buku pegangan siswa SMA pada umumnya.

Blora, 10 Oktober 2019

  
Ahmad Thosim Hanafi

## Appendix 18

### Student Response after Implementing Module

**ANGKET TANGGAPAN PESERTA DIDIK**

Terhadap Modul Pembelajaran Bahasa Inggris Materi MembacaTeks Recount Berbasis Islami

(sumber: Layla Fatimatutz, 2019)

Nama/Kelas: Sabrina Wagua Kofida / 8 MIPA 1.

Modul ini ditujukan bagi peserta didik SMA kelas X. Untuk itu kami memerlukan tanggapan kalian tentang modul ini. Isilah angket sesuai pendapat kalian. Sebelum mengisi bacalah terlebih dahulu petunjuk pengisian.


Petunjuk Pengisian:

1. Baca baik-baik setiap item dan alternative jawaban
2. Berilah tanda checklist (v) pada kolom "ya" atau "tidak"
3. Isilah semua item dengan jujur, karena ini tidak akan mempengaruhi nilai kalian
4. Kriteria penilaian adalah sebagai berikut:

No	Kriteria	Skor	
		Ya	Tidak
1.	Modul ini memudahkan saya dalam belajar membaca dan memahami teks recount dalam Bahasa Inggris	✓	
2.	Materi yang ada pada modul mudah saya pahami	✓	
3.	Modul ini memudahkan saya untuk belajar sesuai kemampuan saya	✓	
4.	Modul ini membantu saya dalam belajar tanpa mengandalkan orang lain.	✓	
5.	Modul ini mendorong saya untuk belajar Bahasa Inggris terutama tentang recount text	✓	
6.	Saya sangat tertarik untuk mempelajari modul ini sampai selesai.	✓	
7.	Saya sangat tertarik belajar membaca dan memahami teks recount dalam Bahasa Inggris menggunakan modul ini.	✓	
8.	Bacaan dan tulisan yang ada pada modul jelas dan mudah dipahami.	✓	
9.	Gambar yang disajikan menarik dan memudahkan saya dalam memahami materi	✓	
10.	Desain dan ukuran modul memudahkan saya untuk belajar dimanapun dan kapanpun.	✓	
11.	Tampilan modul cukup menarik	✓	
12.	Saya sangat tertarik mempelajari nilai-nilai positif pada teks di modul.	✓	
13.	Modul ini meningkatkan kesadaran saya untuk mengenang peristiwa bersejarah Islam, sehingga dapat kita jadikan sebuah pembelajaran hidup.	✓	

## Appendix 19

### Research Permission

**YAYASAN MA'HAD AL-BANJARI**  
**SMA IP (ISLAM PLUS) AL-BANJARI BLORA**  
*Full Day and Boarding School*  
**TERAKREDITASI B**  
Alamat : Dk. Klapanan Ds. Tunjungan Kec. Tunjungan Kab. Blora, 58252  
Email: smaipalbanjari@gmail.com / Hp : 081229660134

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**SURAT KETERANGAN**  
**NOMOR : 591/SMA.IP.AB/X2019**

Yang bertanda tangan dibawah ini :

Nama : Ahmad Ulul Azmi, S.Pd.I  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA IP Al Banjari Tunjungan


Menerangkan bahwa :

Nama : Rizky Harmiyanti  
Alamat : Dk. Sambirejo Rt 01/01, Ds. Wonosemi, Kec. Banjarejo, Blora  
TTL : Blora, 17 Juli 1997  
NIM : 1403046052  
Fak/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendd. Bahasa Inggris  
Jenjang Program : S-1  
Sekolah : Universitas Islam Negeri Walisongo

Bahwa mahasiswa yang telah melakukan penelitian di SMA IP Al-Banjari pada bulan September - Oktober 2019 dalam rangka menyusun skripsi dengan judul *Developing Islamic Recount Text Material For The Eleventh Graders of SMA IP (Islam Plus) Al-Banjari Blora in the Academic Year of 2019/2020.*

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan digunakan sebagaimana mestinya.

Blora, 17 Oktober 2019

  
Kepala SMA IP Al-Banjari  
**Ahmad Ulul Azmi, S.Pd.I**  
NIP. 04.150881.2012

## Appendix 20

### Research Timeline

No.	Date	Activities
1	On 18 <sup>th</sup> of November 2018	Asking permission for conducting research
2	On 19 <sup>th</sup> of November 2018	Conducting need analysis
3	In December 2018- August 2019	Developing Module
4	On 16 <sup>th</sup> September 2019	Validation of module developed
5	On 17 <sup>th</sup> September 2019	Preliminary Field Testing in small scale group. (Pre-test)
6	On 18 <sup>th</sup> September 2019	Implementing module in small scale group
7	On 21 <sup>st</sup> September 2019	Post-test of small scale group
8	On 23 <sup>rd</sup> September 2019	Pre-test of experimental class and control class
9	On 24 <sup>th</sup> September 2019	Giving treatment in experimental class and control class
10	On 9 <sup>th</sup> October 2019	Post-test for experimental class and control class

## Appendix 21

### Documentation of Research



**(Pre-Test in Control Group)**



**(Teaching Learning in Control Group)**



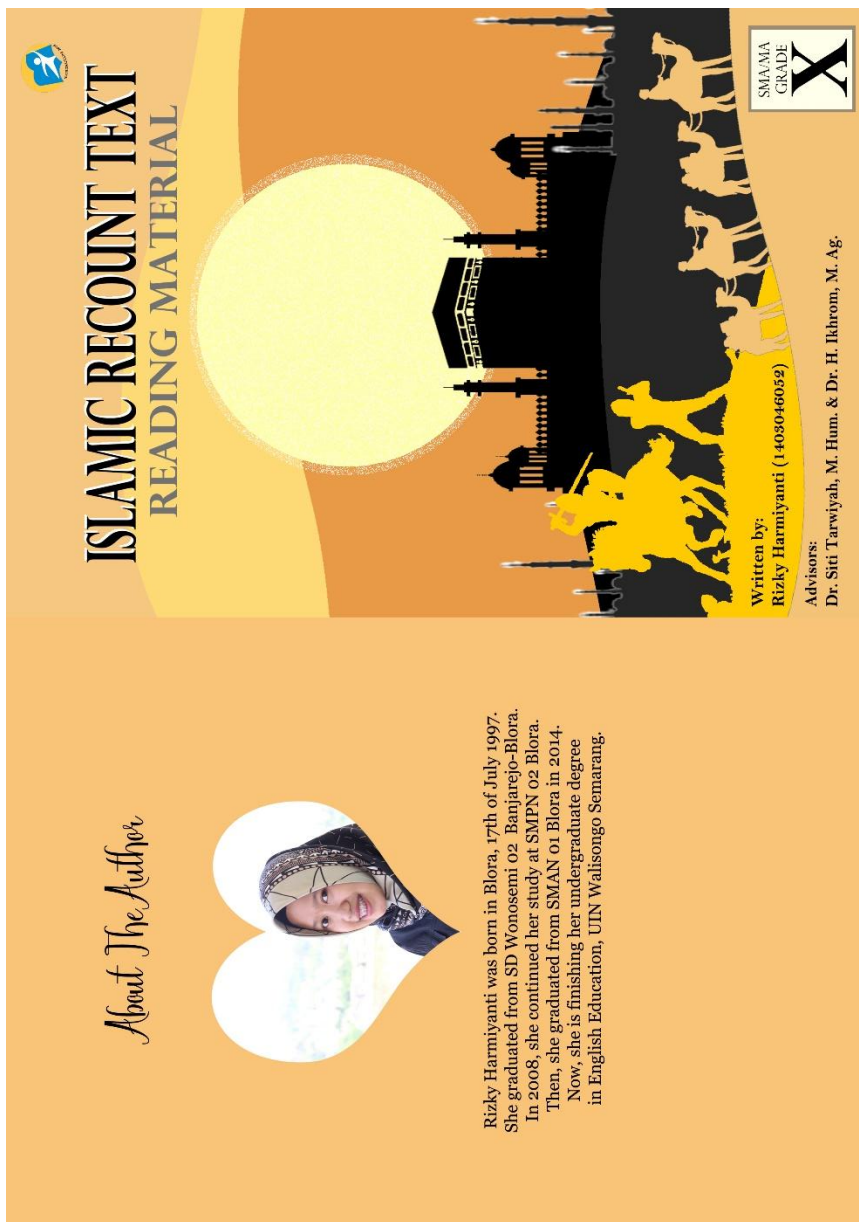


**(Pre-Test in Experimental Group)**



**(Teaching Learning in Experimental Group)**

## Appendix 22 Final Revised Module



## CURRICULUM VITAE

### A. Personal Identity

Name : Rizky Harmiyanti  
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### B. Educational Background

Formal Education:

1. SD Wonosemi 02 Blora
2. SMP N 2 Blora
3. SMA N 1 Blora
4. ELT Department at UIN Walisongo Semarang

Informal Education:

Pondok Pesantren Al-Banjari Blora

Semarang, October 11<sup>th</sup> 2019

The Researcher

**Rizky Harmiyanti**

NIM. 1403046052